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ABSTRACT

This annotated bibliography is a reference to over 220 publications that deal with the concepts of transitional employment and supported work. All of the documents may be borrowed from the Materials Development Center of the University of Wisconsin. The documents are listed in alphabetical order by author or institutional author. Each entry includes author or institution, date of publication, title, source or place of publication and publisher, and annotation. The bibliography includes books, reviews, articles, resource manuals, monographs, and research studies. Some specific topics include job placement, career development, normalization and behavior modification, curriculum, vocational assessment, and job development. (YLB)

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# Transitional Employment and Supported Work

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# TRANSITIONAL EMPLOYMENT

# AND

# SUPPORTED WORK

## A Partial Annotated Bibliography

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## Foreword

Transitional employment and supported work are concepts which have received a great deal of attention the last several years. We have received many requests at the Materials Development Center for any kind of information about these topics. Therefore, we decided that it would be helpful to gather together what we could of the body of literature, put it into our information retrieval system, and make it available on loan to people who need the information.

We ran into some problems when we began the job. Some of the newest literature about transitional and supported work was easy to identify--it had the words transitional or supported work in the title or discussed these concepts in the body of the document. The problem came with some of the older literature, works which had been completed before the concepts of transition and supported work had become timely and popular. These works were, nevertheless, about those concepts--they just happened to come before the new buzz words were in vogue. What that probably shows is that the concepts have been around for awhile, but the emphasis has occurred in recent years.

This collection is by no means exhaustive. It is what we could find in the amount of time allotted to this project. As we collect more, our intention is to publish supplements later.

A benefit for the reader with this collection is that the documents can be borrowed from MDC. There's no charge for up to 5 documents (reader pays return postage); there is a charge for each document over five. Write or call MDC (715) 232-1342 and request by number, author, and title.

Credit for reviewing the literature, obtaining the documents, reading the literature, and writing the annotations goes to Robert Wurtz. He spent many hundreds of hours on this task.

Ronald Fry
Materials Development Center
November, 1986

Alper, S., Kloud, H., & Riks, S. (1985). Maintaining severely handicapped clients in competitive employment: Follow-up procedures. Techniques: A Journal for Remedial Education and Counseling, 1(6), 473-481.

The long term effectiveness of job placement in competitive employment depends to a significant degree on the quality of the follow-through process. This article discusses community-based follow-up procedures appropriate for severely disabled clients placed in competitive job sites. Factors identified as critical were availability of support staff, maintenance data checks, employer conferences, client-coworker interaction, post-placement problems, related skill training, and client advocacy.

Anderson, B., Mack, D., Larkin, M., & Mathis, J. (1986). Training handicapped youth through teamwork. Vocational Education Journal, 61(1), 33-35.

This article describes a vocational educational program for handicapped high school students which utilizes close cooperation between the school district, parents, the Job Service of Wyoming (the state Job Training Partnership Act agency), and the Wyoming Division of Vocational Rehabilitation, as well as employers in the community. The School Community Training Program involves all relevant agencies and individuals through each of the four phases: pre-vocational preparation, career exploration, vocational training, and subsequent employment of the student.

Bangser, M. (1985). Lessons on transitional employment: The STETS demonstration for mentally retarded workers. New York: Manpower Demonstration Research Corporation.

This monograph summarizes the major findings and implications of the Structured Training and Employment Transitional Services (STETS) demonstration project. Conclusions and recommendations regarding the role of transitional employment programs within the service delivery system for mentally retarded adults are provided.

Bangser, M., & Price, M. (1982). Supported work for the mentally retarded: Launching the STETS demonstration. New York, NY: Manpower Demonstration Research Corporation.

The background and early start-up period of the Supported Work/Structured Training and Employment Transitional Services (STETS) Demonstration are discussed in this report. The project was designed to evaluate the potential for placing significant numbers of mentally retarded young adults with poor or no work histories into unsubsidized jobs. Three phases are utilized in the model: assessment and work readiness training; transitional services; and post-placement support services.

Banks, B. (1984). [Review of Managing and employing the handicapped: The untapped potential]. Journal of Applied Rehabilitation Counseling, 15(1), 56.

A review of the above titled book.

Bash, R. L., & Patterson, J. B. (1985). Supervision, coaching, and job placement in rehabilitation. Journal of Rehabilitation, 51(3), 46-50.

The effective placement of persons with disabilities contributes to the overall success of transition efforts and supported work programs. The authors contend

that placement services by rehabilitation counselors remain at a relatively low level proportionate to other tasks of caseload management. They discuss strategies for improving job placement behaviors of counselors. Particular emphasis is on the use of managerial coaching techniques and the enhancement of supervisory skills and organizational strategies. A training program for supervisors is briefly outlined.

Beale, A. V. (1985). Employment for clients who are mentally retarded: Misconceptions and realities. Journal of Applied Rehabilitation Counseling, 16(4), 41-43.

A 15-item quiz focusing on some of the issues, perceptions, and misconceptions of the employment of persons who are mentally retarded. A key is provided with explanations, comments, and references.

Beam, J. K. (1986). Factors in the development of rural transition programs. Unpublished manuscript. (Available from author, Training for Effective Transition, P.O. Box D, La Plata, MD 20646).

Transition for disabled youth and adults in rural areas often has problems unique to those settings. This paper identifies and discusses several areas relevant to the development of effective rural transition programs. A definition of transition beyond employment is used to include the areas of leisure, housing, and personal-social skills. Emphasis is on curriculum content appropriate to the specific needs of the population served in each particular rural area; on the collaboration and coordination of resources; business/industry/citizen advocacy; and family input and support.

Bellamy, G. T. (1985). Transition progress: Comments on Hasazi, Gordon and Roe. Exceptional Children, 51(6), 474-477.

This commentary on the "Vermont" study, reported by Hasazi, Gordon, and Roe (Exceptional Children, 51(6), highlights key findings, identifies issues and questions raised by the study, and underscores some of the significant implications. Included is a recommendation for using the model for further data collection across the United States. The study reported on the employment status of, and use of adult services by, 462 persons who left special education in nine Vermont districts between 1979 and 1983.

Bellamy, G. T., Rhodes, L. E., Bourbeau, P. E., Mank, D. M. Mental retardation services in sheltered workshops and day activity programs: Consumer outcomes and policy alternatives. Unpublished manuscript, University of Oregon, Eugene.

This paper reports on studies assessing the status of employment and related services for individuals with mental retardation who are served in sheltered workshops and activity programs. It outlines the development of current services and summarizes available data on experiences and benefits of mentally retarded consumers in those services. The authors conclude that data on job placement provide a decidedly bleak vocational outlook for mentally retarded consumers in sheltered workshops and day activity programs, adding however, that the data should be interpreted in context. The authors propose a framework for reform that would replace a flow-through model of vocational services with a two-part service system, one focusing on supported or sheltered employment, and the other on preparation for competitive employment. They advocate differentiation of short-term transition services leading to employment in the competitive sector from long-term structured employment opportunities for individuals requiring ongoing support.

Bellamy, G. T., Rhodes, L. E., Wilcox, B., Albin, J., Mank, D. M., Boles, S. M., Horner, R. N., Collins, M., & Turner, J. (1984). Quality and equality in employment services for adults with severe disabilities. Manuscript submitted for publication. University of Oregon, Eugene.

This papers takes issues with the position that federal laws and regulations should be waived so that adults with severe intellectual impairments--those with the lowest 1% of intellectual functioning--can work without pay in settings where only 1% of the workforce is disabled. That position is reviewed, some important points of agreement are identified, and critical problems with the proposed program are highlighted. Presented is an outline of an alternative framework for development of quality and equality in employment for persons with severe disabilities. The authors state that work without pay in an employer-employee relationship is illegal, and for the protection of all persons with disabilities, should remain so. They point to the concept of supported employment as a viable framework for providing appropriate employment services and opportunities.

Bergers, T. (1985). Werkenrode. Rehabilitation World, 9(1), 29-31.

Werkenrode is a Dutch training-college, founded in 1961 to provide a normal curriculum of vocational education for physically handicapped young people. This article describes how its current program has evolved to respond to changing needs and conditions in the Netherlands. Students are from the ages of 16 to 25. Living arrangements include adapted apartments, semi-boarding school, boarding-school, and a room-training project. Curriculum emphasis is on vocational training attuned to industry with on-site work experience provided.

Berkell, D. E. (1985). Preparing autistic students for competitive employment: A model program. Rehabilitation World, 9(1), 24-26.

The particular characteristics and needs of autistic children and adults are briefly reviewed in the context of transition from school to employment. A federally funded project designed to prepare severely handicapped autistic students for competitive employment is described. The project is intended to serve as a model for other agencies involved in the development of vocational training programs for autistic and other severely handicapped students. A community-based vocational training program provides the primary learning environment with a major emphasis on the establishment of a functional service network to increase interagency communication and collaboration. Three supported work models are used: mobile crew, enclave, and benchwork.

Biller, E. F. (1985). Understanding and guiding the career development of adolescents and young adults with learning disabilities. Springfield, IL: Charles C. Thomas.

Transition dynamics and career experiences such as competitive and/or supported employment are amenable to theories of career and psychological development. This book focuses on the task of providing an integrated framework for effectively assisting with the processes of career development of adolescents and young adults with learning disabilities. It proceeds from a model of learning disabilities to the association between adolescent behavior and adult career outcomes, including how behavior associated with learning disabilities can impact on career development. Subsequent chapters look at LD adult career adjustment patterns, the relationship between personality determinants and career development needs of learning disabled

adolescents and young adults, and the interface of super's career development concepts with characteristics of learning disabled adolescents and young adults. A career assessment model is presented which includes emphasis on career readiness and degree of work importance the LD adolescent has prior to beginning the assessment. In addition, a career development curriculum is provided along with implementation guidelines.

Bourgea, R. (1985). Confessions of a father: The story of David. American Rehabilitation, 11(3), 18-20.

The editor of American Rehabilitation discusses his experiences and insights related to his eight-year old son's diagnosis as a juvenile diabetic and subsequent coping with this "hidden disability." His observations include those from a parent's perspective as well as that of a professional, giving the reader a view of the services provided for this youth and his family with some suggestions for improving the transition and support processes.

Bourgea, R. (Ed.). (1985). School-to-work-transition [Special issue]. American Rehabilitation, 11(3).

This special issue contains a collection of articles on transition from school to work, including such topics as supported employment, the job accommodation network, policies and practices within the high school, the California Work-Ability project, and various pertinent issues for vocational rehabilitation.

Bourgeau, R. (Ed.). (1985). School to work transition: An interview with Sandra S. Parrino, Chairperson, National Council on the Handicapped. American Rehabilitation, 11(3), 3-5.

A discussion by Mrs. Parrino of issues relevant to transition and the handicapped, including the notion of "entitlement" versus "eligibility."

Bradley, L. J., & Warrenfeltz, R. B. (1984). Contract procurement for the workshop client: A career dilemma with a solution. Career Development for Exceptional Individuals, 7(2), 78-86.

The difficulty in procuring adequate work for individuals in sheltered workshop settings with a minimum of disruption of training and client development is addressed in this article. The job module approach is proposed as a model that provides a systematic technique for procurring subcontract work and combining training and production. Phase I, outreach assessment, includes information integration and site visitation. Phase II, training and procurement, consists of job analysis, job module construction, job module scoring, and implementation and training.

Brady, M. P., & Gunter, P. L. (Eds.) (1985). Integrating moderately and severely handicapped learners: Strategies that work. Springfield, IL: Charles C. Thomas Publishing Co.

The process of integration of handicapped persons into normalized community environments and experiences is central to successful transition efforts. This book attempts to provide strategies for effectively integrating moderately and severely handicapped persons into mainstream society. Section I contains three chapters focussing on administrative strategies. Section II examines strategies for services

delivery, including school experiences, peer interactions, and vocational training. Strategies for planning individualized programs are discussed in the three chapters in Section III. Four chapters are included in Section IV, strategies for implementing individualized programs. Strategies for the future are presented in the three chapters of Section V.

Brickey, M. (1974). Normalization and behavior modification in the sheltered workshop. Journal of Rehabilitation, 40(6), 15-16.

A discussion of the concepts of normalization and behavior modification and how they are applied in workshops and rehabilitation centers. Aspects of achieving normalization are discussed in regard to proper location of the facility in the community, realistic job setting, use of appropriate work samples, and use of community job stations. Important aspects of behavior modification programs include proper data collection for work performance and for non-work behaviors.

Brickey, M., Browning, L., & Campbell, K. (1982). Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. Mental Retardation, 20(2), 52-57.

With more opportunities for sheltered workshops to increase competitive job placement, this research examined the vocational histories of 73 persons placed in Projects with Industry (PWI) and/or competitive jobs in 1978. Variables such as types of jobs, longevity, and effectiveness of PWI placements in leading to competitive employment were analyzed. Job variables such as structure appears to be more critical to job success than employee demographic variables such as IQ. Two alternatives to individual job placement were discussed.

Brickey, M., & Campbell, K. (1981). Fast food employment for moderately and mildly mentally retarded adults: The McDonald's project. Mental Retardation, 19(3), 113-116.

Due to a high employee turnover rate, McDonald's restaurants employed seventeen retarded persons part-time in this pilot project. Subjects were selected on the basis of speed, reliability, flexibility, adeptness at learning new skills, ability to handle pressure, and social skills. Results from a one-year and two-year follow-up of the placements are discussed, emphasizing the employability of this population in the fast food industry. The need for financial incentives and/or full-time employment is addressed, as the data collected showed the subject's subsequent loss of income over this period.

Brody-Hasazi, S., Salembier, G., & Finck, K. Directions for the 80's: Vocational preparation for secondary mildly handicapped students. Teaching Exceptional Children, 15(4), 206-209.

A secondary school level vocational program with employment as its end goal should include those skills needed for locating, securing, and maintaining employment. This paper focuses on developing the component which teaches those skills for mildly handicapped students. Student-centered and program-centered objectives are presented and discussed, including assessment, support services, work experiences, placement, supervision and follow-up services, and developing transition plans.

Brolin, D. (Ed.). (1978). Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children.

This curriculum is concerned with three domains: daily living skills, personal-social skills, and occupational guidance and preparation. The curriculum areas are developed around 22 specific learner competencies including managing family finances, selecting and maintaining a home, caring for personal needs, raising children, buying and preparing food, clothing care, civic activities, recreation and leisure, mobility, self-awareness, self-confidence, socially responsible behavior, interpersonal skills, independence, problem solving, communicating, occupational possibilities, work habits and behaviors, occupational skills and maintaining employment. Each competency is broken down into sub-competencies and then into learner objectives. Activities and strategies are suggested for each learner objective. Backing up the activities section is an extensive list of commercially available materials referenced by domain.

Brolin, D. E. (1984). Preparing handicapped students to be productive adults: What do we need to do? Paper presented at the Western Resource Center Topical Conference, Serving Secondary Mildly Handicapped Students, Seattle, WA, May 1, 1984. (Available from University of Missouri-Columbia, College of Education, CEPP Project.)

Selected problems and major needs in preparing handicapped students to become productive adults are discussed. Included are: strengthening services in the "mainstream"; more direction and support from the state educational agency; more accurately identifying the most "productive learning environments"; avoiding overly simplistic categorizations of mildly handicapped students; to incorporate career development goals and processes more thoroughly into the curriculum. An approach for meeting the educational needs of handicapped students is presented with suggestions for each of the four key instructional levels.

Brolin, D. E. (1985). A model for providing comprehensive transitional services to special education students. Unpublished manuscript, University of Missouri-Columbia, College of Education, CEPP PROJECT, Columbia.

The approach presented is the "Life-centered Career Education (LCCE) Model for the Transition from School to Work" based on the LCCE curriculum published by The Council for Exceptional Children. The model is based on 10 propositions which are briefly discussed. It views transition as beginning in the elementary years and extending indefinitely into post-secondary adult services as needed. It supports Halpern's contention that two other dimensions of adult adjustment of equal importance with employment are a person's residential environment (living and recreational) and the adequacy of one's social/interpersonal network (family support, friendships, intimate relationships). Implementing the model is briefly discussed, with primary responsibility assigned to special educators and vocational rehabilitation counselors. Involvement and coordination of key personnel and agencies is stressed.

Brolin, D. E. (1985). Establishing a context for discussing transition issues. Paper presented at a conference sponsored by the Mountain Plains Regional Resource Center and Rehabilitation Services Administration Region VII, Preparation for life: A conference on transition from school to work, Kansas City, MO, May 13, 1985. (Available from University of Missouri, College of Education, CEPP PROJECT, Columbia.)

The need for change in the system of transition from school to work for handicapped students is reviewed. Significant needs and major barriers to change are presented. Issues discussed include: whether transition should be confined only to vocational preparation; when should transition begin and end; and what are the roles and responsibilities of education, rehabilitation, and other agencies, parents, and the private sector. Collaboration and coordination are viewed as vital.

Brolin, D. E. (1985). Preparing handicapped students to be productive adults. Techniques: A Journal for Remedial Education and Counseling, 1(6), 447-454.

The author contends that successful transition from school to work is a complex phenomenon requiring not only more vocational instruction and collaboration with agencies, employers, and parents but also some reorganizing of policies, procedures, the learning environment, and the curriculum itself. This article describes the Life-Centered Career Education approach designed as a career development model that can be used for handicapped children to prepare them to be productive adults. This model includes four steps: incorporate into the curriculum all four major types of productive work activities--occupational, homemaking/family member, avocational, and voluntary work preparation; emphasize the development of the student's work personality in the early, even preschool, years; incorporate the academic, person-social, life skills, and vocational dimensions into a kindergarten to postsecondary scope and sequence; and linking the four key instructional settings together through a strong parent and community resource component. Ten principles or programmatic components are offered as critical to successful career development/transitional programming.

Brolin, D. E., & Elliott, T. R. (1984). Meeting the lifelong career development needs of students with handicaps: A community college model. Career Development for Exceptional Individuals, 7(1), 12-21.

This article discusses the value community colleges can offer to the lifelong career development of adults with handicaps. The Lifelong Career Development Project, a 3-year federally funded program financed by the U.S. Office of Special Education Programs from 1978 to 1981, is described. Implications for special education personnel are presented.

Brown, D. (1985). Transition from school to work for learning disabled people: An international comparative analysis: United States, Canada, England, Australia. Rehabilitation World, 9(1), 18-23, 46-47.

The response of four countries to the transition-to-employment needs of persons with learning disabilities is explored in this article. Types of programs and services are included along with current trends.

Brown, J. M. (1984). A model for enhancing the transition of mildly handicapped youth into postsecondary vocational education. In J. Chadsey-Rusch (Ed.), Conference proceedings from: Enhancing Transition from School to the Workplace for Handicapped Youth, Denver, CO, March 27-28, 1984 and Washington, DC, April 23-24, 1984. Champaign, IL: National Network for Professional Development in Vocational Special Education, Office of Career Development for Special Populations, College of Education, University of Illinois at Urbana-Champaign.

This paper discusses the need for a transition model that would provide effective transition of handicapped populations into postsecondary work-oriented training

leading toward gainful employment. Attributes of an effective model are discussed. The model advocated focuses on transition-enhancing processes and their supplemental relationship to the typical educational processes of input, process, and output. The support dimension recognizes that handicapped students often have unique educational needs which exceed the ability and resources of instructors. A framework for monitoring student transition success is proposed. Implications for personnel preparation efforts are identified and discussed.

Brown, J. M., & Kayser, T. F. (Eds.). (1981). Transitioning special needs students into postsecondary vocational programs [Special Issue]. Career Development for Exceptional Individuals, 7(1).

This special issue focuses on five key areas relevant to articulation (transition into and through postsecondary educational programs) of special needs students: legislation, legal, Department of Education, individual education programs, and research. Reaction papers are included along with a summary analysis of the University of Minnesota 1980 Articulation Symposium.

Brown, R. I., & Hughson, E. A. (1980). Training of the developmentally handicapped adult: A practical guide to habilitation. Springfield, IL: Charles C. Thomas.

This book presents and discusses programs and procedures designed to assist people who are developmentally handicapped to become integrated into society and to function effectively in their communities. It provides chapters on the prevalence and causation of developmental handicaps, a basic philosophy of habilitation, and functional assessment procedures. The primary focus is on teaching/learning techniques, structuring programs, and developing vocational, social, living and leisure time skills. Job placement and follow-up are also stressed. The importance of effective management and administrative practices is also emphasized.

Bruininks, R. H., & Lakin, K. C. (Eds.). (1985). Living and learning in the least restrictive environment. Baltimore, MD: Paul Brookes Publishing Co.

Service systems for developmentally disabled persons in the United States are examined with emphasis on conceptual, organizational, and programmatic aspects. Recent social and political changes that have affected the rights and living environments of disabled citizens are noted. Implications for responding to contemporary expectations and principles of habilitation are explored and discussed.

Buchanan, M., & Weller, C. (1984). The learning disabled young adult in transition from school to career. The Journal of Rehabilitation, 50(4), 42-46, 72.

Young adult learning disabled individuals have been recognized as appropriate recipients of transition services and are receiving increased attention from rehabilitation and education personnel. This article proposes an interdependent transition model, based on the belief that nearly all learning disabled individuals end up in competitive employment, most in unskilled and semiskilled jobs, and that transition services require an interactive relationship among resource personnel, including the client. The primary roles in the model are counselor, instructor/employer, and client. Included is discussion of the learning disabled population, the client pool, diagnostic procedures, career preparation and planning, and remediation.

Caparosa, C. (1985). Community colleges: A resource for postsecondary opportunities for the handicapped. Rehabilitation World, 9(1), 16-17, 43-46.

A necessary component of a comprehensive transition system is a formal program beyond high school for those students needing and capable of postsecondary education and training. This paper focuses on the community college as an important resource to serve that need. It discusses services and programs designed to assist handicapped youth to make a smooth transition from high school to other educational programs. Eleven community college transitional services programs are briefly described. A brief list of resources is provided, including a description of Project HEATH (Higher Education and the Handicapped) and AHSSPPE (The Association on Handicapped Student Services Programs in Post-Secondary Education).

Carter, J. E. The Project Tryad Transition Model. Chestnut Hill, MA: Campus School, Division of Special Education, Boston College.

This manual describes a pragmatic sequence of transitional activities and an organizational system for conducting those activities, using a school-based model. The Project TRYAD Transition Model is a systematic approach for transitioning severely multihandicapped persons into the adult services system. Numerous forms and checklists are included. The transition activities are arranged into two major phases: ages 16 to 20 and 20 to 22.

Cavanagh, R. M., Jr. (1983). Cooperative programming with the schools: A proposal. Journal of Rehabilitation, 49(1), 33-36.

The author proposes and discusses a cooperative program approach in which vocational rehabilitation personnel would work with school districts in meeting the needs of handicapped students. VR staff would work closely with school personnel with services ranging from providing comprehensive individual assessments, assistance in developing individual clients plans (IEP, IWRP), and consultation aimed at making the school experience and the transition process more effective.

Chadsey-Rusch, J. (Ed.). (1984). Conference proceedings from: "Enhancing Transition from School to the Workplace for Handicapped Youth," Denver, CO, March 27-28, 1984 and Washington, DC, April 23-24, 1984. Champaign, IL: National Network for Professional Development in Vocational Special Education, Office of Career Development for Special Populations, College of Education, University of Illinois at Urbana-Champaign.

This document provides papers and discussions from two conferences sponsored by the National Network for Professional Development in Vocational Special Education in 1984. Both conferences addressed the same theme: new program initiatives through Public Law 98-199, and the priority statement from the Office of Special Education and Rehabilitative Services (OSERS) urging educators to provide quality programs and a continuum of services for handicapped youth through and beyond high school. The three invited papers are included: OSERS Programming for Transition, by M. Will; Transition for Handicapped Youth, P. Wehman; and A Model for Enhancing the Transition of Mildly Handicapped Youth, J. Brown. Reactions to the papers from small group discussion sessions include identification of eight research issues and recommendations. Brief descriptions of numerous training programs are also included.

Cobb, R. B. (1983). A curriculum-based approach to vocational assessment. Teaching Exceptional Children, 15(4), 216-219.

The purposes and techniques of vocational assessment of handicapped students are discussed in this article, with an emphasis on procedures used within the curriculum as being most functional and valid. Five distinct purposes of assessment are examined: screening, placement, program planning, assessment of individual progress, and program evaluation.

Cobb, R. B., & Danehey, A. (1986). Transitional vocational assessment: A model for students with handicaps. The Journal for Vocational Special Needs Education, 8(2), 3-7, 12.

This paper presents an assessment model intended to provide a vehicle for transition planning and decision-making for individual disabled students at the secondary school level. The authors contend that the following attributes best exemplify high-quality assessment models: vocational in orientation; comprehensive and continuous in focus; individualized; contemporary in design; and should stress informal instrumentation. Their model divides the process into chronological elements: screening, placement/planning, and monitoring/evaluation of individuals and programs. Three key assumptions are made: personnel time must be budgeted for assessments, assessment specialists must extend their roles beyond the traditional school curriculum, and those involved with assessment and transition planning must assume an advocacy role.

Cohen, D. E., Patton, S. L., & Melia, R. P. (1986). Staffing supported and transitional employment programs: Issues and recommendations. American Rehabilitation, 12(2), 20-24.

The role and function, as well as the training, of competent personnel to staff expanding transitional and supported employment programs has become a pertinent issue. This article presents an overview of the national study conducted by Harold Russell Associates to define critical organizational and competency issues related to the training and employment of job coaches and similar direct service providers. Included are the study's methods and findings, a summary of proceedings and recommendations of a two-day consensus seminar, and the study conclusions.

Cohen, M. (1984). Learning to work: Transitioning youth with developmental disabilities. Oakland, CA: Stepping Stones Growth Center.

The Stepping Stones' approach to preparing students for transition into competitive employment is presented. Training levels are structured into three classes, labeled Ready, Set, Go, each preparing the students for eventual placement into a competitive employment situation. Independent living skills and vocational training are stressed. Parental involvement is emphasized throughout the program. A variety of forms are included.

Community adjustment: Evaluation of the clubhouse model for psychiatric rehabilitation. Rehab Brief, 9(2). Washington, DC: Department of Education, National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services.

This brief summarizes the three-year study of the Fountain House approach to providing service to deinstitutionalized people with chronic mental disabilities. The

study involved 527 individuals, severely disabled psychiatric patients, who through the clubhouse model participated in a transitional employment program and other services. An evaluation instrument, the Fountain House Categories of Community Adjustment (COCA), is described. Results of the study are provided along with some implications for practitioners.

Connis, R. T., Sowers, J., & Thompson, L. E. (Eds.). (1981). Training the mentally handicapped for employment: A comprehensive manual. New York: Human Sciences Press.

This manual contains the relevant components for a comprehensive vocational training program for preparing severely, moderately, and mildly retarded persons for competitive employment. It is based on the Food Service Vocational Training Program at the University of Washington, a demonstration project aimed at training for job placement. Emphasis is on "how to" practical and functional techniques directed toward skill development. Some of the key chapters include training approaches, employment skills, assessment processes, developing individual programs, parent/advocate involvement, placement, and follow-up.

Corthell, D. W. (1985). Youth at risk. Vocational Evaluation and Work Adjustment Bulletin, 18(3), 98-99.

This editorial discusses the significance of efforts currently being advocated in the areas of transition and competitive employment. Emphasis is on the particular importance of these efforts for youth with disabilities.

Crimando, W. (1982). The job development and placement specialist: An emerging role for rehabilitation practice. Journal of Rehabilitation, 48(1), 20-24.

This article explores the role of the job development and placement specialist. The author contends there is a need for this role, discusses employment and training issues, and lists specific job tasks. Professional concerns and issues are also discussed.

Cunningham, S. G. (1986). Two examples of excellence: The world of work can be fun and profitable. The Journal for Vocational Special Needs Education, 8(2), 17-20, 12.

Two programs are presented as examples of effective efforts in secondary schools that are attempting to prepare students with special needs for the transition from school to independent living and employment. The New Albany-Floyd County School Corporation, New Albany, Indiana, and the Central Kansas Cooperative in Education, Salina, Kansas, designed, developed, and implemented career/vocational experience programs for the purpose of enhancing the entry level work skills and habits of their disabled students. Both programs include an academic phase as well as an occupational phase. Supervised community placement is available with community employment after graduation a goal. Those not ready for employment may choose to apply for a fifth year in the Kansas Level V program.

D'Alonzo, B. J., Marino, J. F., & Kauss, M. W. (1984). Mesa Public School comprehensive career and vocational education program for disabled students. Career Development for Exceptional Individuals, 7(1), 22-29.

The Mesa Career and Vocational Education program, located in the Mesa School District, Mesa, Arizona, was designed to provide disabled students with career, prevocational, and vocational education learning experiences. The Mesa model is discussed in this article. Key components are described.

D'Alonzo, B. J. & Owens, S. D. (1985). School to work: Transition models for persons with disabilities. The Benchmark, 1, 16-21. Northville, MI: Michigan Association of Teachers of Emotionally Disturbed Children.

Studies on employment and transition needs of the handicapped and state-of-the-art transition activities are reported along with other data as justification for research and model development in the transition of students from school to work. A number of transition models are briefly described: OSERS, Halpern's, Wehman's, Brown's, and the Project INTERFACE model. The article also presents results of a national survey which collected demographic and descriptive data from the sixty-one U. S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees for FY 1984. Components most frequently cited in the survey were distilled into eleven which reflect best practices for successful transitioning of disabled youth and adults into their communities.

D'Alonzo, B. J., & Owens, S. D. (1985). Transition services for the disabled: A national survey. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.

The movement toward emphasis on expansion of options and opportunities for disabled individuals, particularly in employment, is reviewed. The concept of transition and various transition models are discussed. The report presents results of a national survey which collected demographic and descriptive data from the sixty-one U.S. Department of education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees for FY 1984. Data were compiled and compared according to the five categories of the grant: Youth Employment; Post-Secondary Projects; Service Demonstration Models; Cooperative Models for Planning and Developing Transitional Services; and Transition Strategies and Techniques. Components most frequently cited in the survey were distilled into eleven which reflect best practices for successful transitioning of disabled youth and adults into their communities.

D'Alonzo, B. J., Owens, S. D., & Hartwell, L. K. (1985). Transition models: An overview of the current state of the art. Techniques: A Journal for Remedial Education and Counseling, 1(6), 429-436.

A brief description of nine transition models currently in use throughout the United States is presented. The Project INTERFACE Model is more thoroughly detailed. Specific recommendations for essential components is the development of any transition model are made and similarities in the types of components and areas addressed are identified as follows: cooperative interagency and individual referral network; interdisciplinary assessment, evaluation, and planning; career development and education experiences; job skills coupled with community survival skills training; linkage with business/industrial employees; supervised on-the-job training.

Drake, G. A., & Witten, B. J. (1986). Facilitating learning disabled adolescents' successful transition from school to work. Journal of Applied Rehabilitation Counseling, 17(1), 34-37.

This article reviews the need for increased linkages between the public schools and state vocational rehabilitation for learning disabled (LD) students. Several models are discussed along with implications for counselors.

Edgar, E. (1985). How do special education students fare after they leave school?: A response to Hasazi, Gordon, and Roe. Exceptional Children, 51(6), 470-473.

The author responds to the study by Hasazi, Gordon, and Roe (Exceptional Children 51(6) in which data on 462 persons who left special education in nine Vermont school districts between 1979 and 1983 were analyzed to investigate factors associated with the employment status of handicapped youth. Value and strengths of the study are pointed out. Implications and suggestions for further research of this type are presented.

Edgar, E., Horton, B., & Maddox, M. (1984). Postschool placements: Planning for public school students with developmental disabilities. The Journal for Vocational Special Needs Education, 6(2), 15-18.

The combination of complexities of the work world and the array of service agencies has been identified as a source of confusion upon leaving school for many youth with disabilities and a potential for inefficiency in the delivery of services to these youth and their communities. Thus, the need for coordination of services in providing transition assistance has stimulated efforts to assess and improve that dimension. This article reports on a study which assessed the degree of coordination between three school districts and the Division of Developmental Disabilities in the state of Washington. Results indicated that coordination between schools and DD agencies was inconsistent, that many eligible students were not identified before leaving school, and that parents often are not aware of available post-school programs for their handicapped children. A series of recommendations is made for improving coordination during the transition from school to community.

Educational Service District #123 Walla Walla, Washington. Transition: Preschool through post-secondary. Walla Walla, WA: Author.

This resource manual outlines a transition model for use by rural school districts for transition from preschool through the postsecondary level. A teaming approach is used with emphasis on effective communication, cooperative planning and continuity. Numerous forms, checklists, and curriculum objectives are provided along with an extensive list of local, regional, and national resource agencies.

Elder, J. (1985). Transition from school to employment: A new frontier in the work force. Rehabilitation World, 9(1), 8-9, 43.

This article by the Commissioner of the Administration on Developmental Disabilities, U.S. Department of Health and Human Services, describes the Federal effort to expand private sector job opportunities for persons with developmental disabilities. He also identifies some strategies and considerations related to effective transition and employment programs, e.g., coordination and cooperation, employer-related activities, long-term planning and programming.

Elder, J. (1986). Promoting the employment initiative through projects of national significance. American Rehabilitation, 12(2), 12-14.

Following the 1983 federal Employment Initiative for Persons with Developmental Disabilities, efforts to develop employment opportunities in the competitive employment sector were intensified. This article reports on the support provided by the Administration on Developmental Disabilities (ADD), Office of Human Services, Department of Health and Human Services. Projects and programs funded by discretionary monies are reported. A summary of individual project objectives by primary focus is provided.

Eleventh Institute on Rehabilitation Issues Prime Study Group II. (1984). Continuum of Services: School to Work: Eleventh Institute on Rehabilitation Issues: San Antonio, Texas, June 1984. University of Wisconsin-Stout, Vocational Rehabilitation Research and Training Center, Menomonie, WI.

This document contains the report of the Prime Study Group on transition from school to working life. It examines both the process of transition and its organizational environment. Beginning with an overview chapter, it then presents an historical and legislative background. The process of transition is explored along a service-outcome continuum, followed by a discussion of roles of the pertinent professions and of families. Team-building, resources, team models, and networking are explored in Chapter 4. The chapter on the dynamics of change considers such issues as territorialism, power and authority, mobilizing for change, and developing action plans. A separate chapter focuses on elements of change, primarily centering on interagency coordination and collaboration. An additional chapter deals with open or unresolved issues.

Ellien, V., & Vandergoot, D. (1985). A supported work approach: Employer-based rehabilitation facilities services. Washington, DC: National Association of Rehabilitation Facilities.

This monograph discusses the value and need for employer-based services, the key elements of these services, and how to develop and operate effective employer-based and supported work programs. Topics covered include occupational information, occupational assessment, intervention techniques, building collaborative relationships, marketing issues, and development and management of programs and resources. A number of forms and work sheets are included.

Ellington, C. (1983). Career education: People and programs working together. Teaching Exceptional Children, 15(4), 210-214.

Career education for handicapped and disadvantaged students is discussed. Emphasis is on a team approach, with role descriptions for various personnel provided.

Flamar, S. (1985). Some implications of transition theory for vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 18(3), 104-107.

The author applies Schlossberg's model of transition to vocational transition. Five general implications are stated. Factors affecting adaptation are discussed (characteristics of the transition, of the pre- and post-transition environments, and of the individual). Implications for vocational evaluation and work adjustment are presented.

Fry, R. R. (Ed.). (1986). Work evaluation and adjustment: An annotated bibliography. Menomonie, WI: University of Wisconsin-Stout, School of Education and Human Services, Materials Development Center.

Contains entries for 2154 documents, covering the literature from 1947 through 1984.

Fudell, S. E. (1982). How to hold your job: Teacher's curriculum guide (rev. ed). Austin, TX: PRO-ED.

This manual contains 13 instructional units focused on general employment information and skills, with an emphasis on attitudes. It is aimed at assisting mentally retarded adolescents prepare for competitive employment.

Fuqua, D. R., Rathbun, M., & Gade, E. M. (1984). A comparison of employer attitudes toward the worker problems of eight types of disabled workers. The Journal of Applied Rehabilitation Counseling, 15(1), 40-43.

The perceptions of employers and potential employers of disabled workers and the effects of employing disabled persons affects hiring practices and work conditions. This study attempted to determine if there were differences in employer's attitudes among the types of disabled for each of the worker problem areas, what problem areas were considered most serious, and which types of disabled workers employers were most concerned about. Eighty randomly selected employers were surveyed with a 63 percent return rate. Results indicated that employers have the greatest concerns about productivity, accident rates, and workman compensation problems. Also, employers had most concerns about hiring the blind and the mentally retarded and least for hiring the epileptic. Other findings are reported and discussed.

Garnett, K. (1985). Learning disabilities come of age: Transitions in adulthood. Rehabilitation World, 9(1), 32-33.

The value of cross-discipline, cross-country, and transnational contributions to meeting the challenges of educational, employment, and transition needs of learning disabled individuals is pointed out in this article. The effects of learning disabilities throughout the life-span, particularly at transition points, are identified as an implication for a lifelong learning framework.

Garnett, K., & Gerber, P. (Eds.). (1985). Life transitions of learning disabled adults: Perspectives from several countries. (World Rehabilitation Fund, Inc., International Exchange of Experts and Information Monograph No. 32). New York: IEEIR, World Rehabilitation Fund, 400 East 34th Street.

This monograph focuses on the issue of transitions of persons with learning disabilities. It includes six articles on perspectives and practices in five countries: Great Britain, Denmark, Federal Republic of Germany, Canada, and the Netherlands. Additional sections include a view of United States' needs and the best practices/-biggest deficiency in the five countries.

Gaylord-Ross, R., Gaylord-Ross, C., Hagie, C., Musante, P., & Jameson, D. Considerations and outcomes in transitional, supported employment. Unpublished manuscript. (Available from the first author, Richmond Unified School District, 2465 Dolan Way, San Pablo, CA.)

This paper discusses factors involved in transitional, supported employment. Some of the factors include need for considerable instructional support at the work site, production rates, duration of work effort, attitudes of the work site staff and co-workers, contact with parents or care providers, and coordination of work activities with other agencies and programs. Also discussed is the Employment Retention Program.

Gaylord-Ross, R., Gaylord-Ross, C., Hagie, C., Musante, P., & Jameson, D. The employment retention program: Supported employment for disabled youth in transition. Unpublished manuscript. (Available from first author, Richmond Unified School District, 2465 Dolan Way, San Pablo, CA.)

The Employment Retention Program, a transitional project using supported work for students with a wide variety of disabilities, is described. The goals and general principles of supported employment are reviewed and compared with those of traditional job placement. Three key features of this model are explained: assessment, job development, and instructional programming. Importance of the social ecology of the work site is emphasized and discussed with strategies and techniques for effective supervision and management.

Gerber, N. (1979). The job worksite: An additional resource in preparing psychiatric clients for job placement. Journal of Rehabilitation, 45(1), 39-41.

Describes the job worksite approach in which psychiatric clients were placed in non-supervised and semi-supervised positions in business and industry for the purpose of transition from the workshop to everyday competitive work.

Gerber, P. J. (1984). A study of the school to work transition for learning disabled students and the learning disabled adult in society in the Netherlands and Denmark. New York: World Rehabilitation Fund, Inc.

The transition of school-to-work and the state of the art services to learning disabled adults in the Netherlands and Denmark are discussed in this report, based on a study of the Dutch and Danish systems. Both countries have sophisticated educational and social welfare systems and reputations of providing quality educational services to learning disabled persons. The researcher describes the Dutch system as highly structured and restrictive but in transition, and the Danish system as well integrated and highly flexible in all systems that serve learning disabled individuals. The Danish Folkeskole system is described, including the role of the kurator in the transition services. Innovative and successful practices are identified along with implications for the United States.

Gerber, P. J. (1985). Learning disabled students' transition from school to work in the Netherlands and Denmark. Rehabilitation World, 9(1), 12-15.

This article discusses the transition programs used for learning disabled students in the Netherlands and Denmark, the author pointing out that both countries were already providing for the transition from school to work in the 1970's. He states that a great deal can be learned from their practices, contending that the Danes are at least two generations ahead of the U.S. in attitudes toward handicapped persons while the Netherlands is at least one generation ahead. The Danish Folkeskole system is discussed along with the kurator, an educator with specific knowledge in counseling and a practical understanding of community relations, vocational placement and liaison relationships. He serves as the transition specialist.

Other support programs are discussed. Implications for practice in other countries are included.

Gianopoulos, C., McDonnell, P., & Russell, M. (1985). Making the transition from school to community living: An interim report to the 112th Maine legislature. (Available from University of Southern Maine, Human Services Development Institute, Center for Research and Advanced Study, Portland, Maine.)

This report was developed by the Select Committee to Address Training and Employment Needs for Handicapped Persons Beyond School Age, established in 1984 by the Maine Legislature. The principle recommendation is that the legislature act to establish an interdepartmental committee to plan, advocate for and evaluate transitional services for handicapped adults. Key areas addressed by the committee's recommendations are: personnel preparation and training; high school programming; transition from school to community; and post-high school employment and training.

Gillet, P. (1983). It's elementary! Career education activities for mildly handicapped students. Teaching Exceptional Children, 15(4), 199-205.

Contending that the elementary years are vital in the development of career concepts, attitudes, social skills, and other behaviors relevant to subsequent successes in school and employment, this article identifies elementary level curriculum components related to career development of mildly handicapped students. Included are regular class consultation, activities for the resource classroom, self-contained class activities, and relating academics to career education.

Goddard, G. G. (1985). Employing the disabled. American Rehabilitation, 11(4), 13, 23.

The value of microcomputers and other creative and innovative devices and modifications to open and/or expand work site options for the disabled person is briefly addressed in this article.

Goodall, P. (Ed.). Benefits to employers who hire workers with disabilities. RRTC Newsletter, 3(1). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA.)

The importance of objectively communicating to employers the facts and realities of hiring workers with disabilities is addressed in this newsletter. Emphasis is on benefits to employers. Several relevant programs are discussed: Job Accommodation Network (JAN), Job Training Partnership Act (JTPA), Projects with Industry (PWI), the Association for Retarded Citizens (ARC) On-the-Job Training Project, and Vocational Rehabilitation On-the-Job Training. Additional sources of information are provided.

Goros, D. L., & Kowalski-Glickman, M. (Eds.). (1983). Advancements: An implementation guide to a community-based vocational training program for deaf-blind youth. Watertown, MA: Perkins School for the Blind.

This training guide covers the elements involved in implementing a community-based vocational program for deaf-blind youth. It is based on the three-year experience of Project ADVANCE, begun in 1980 by Perkins School for the Blind in Watertown, Massachusetts. The project personnel designed and field-tested a model job training program for deaf-blind multi-handicapped youth at community-based

work sites. Phase I, Getting Started, deals with personnel functions and responsibilities, legal issues, identifying and securing employment sites, potential restrictions, student selection and placement, and preparing the student for on-site experiences. Phase II focuses on the marketplace, objectives for the students, and when and how to intervene. Phase III discusses the process of fading out. Various forms and work sheets are included.

Goyette, C. H., & Nardini, J. C. (1985). The learning disabled: A longitudinal study of the transition from school to work. Rehabilitation World, 9(1), 27-28.

Specific information on the transition from school to work for disabled students and the post-secondary school fate of the disabled population has not been adequate for the planning and providing of services. This paper reviews a study which is examining the transition from school to work for the learning disabled. A sample of 500 recent learning disabled high school graduates and a comparable group of non-disabled graduates are monitored at six-month intervals over a three-year period following graduation. The study is attempting to determine which factors contribute to differential vocational outcomes for both groups.

Hagner, D., & Como, P. (1982). Work stations in industry: An alternative for the training and employment of handicapped individuals. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This manual presents a successful model for the development and utilization of work stations in industry. The format describes a step-by-step procedure for implementing a similar program by facility staff. Guidelines are included for introducing change in marketing, bidding and contracting, starting up and operating these work stations.

Halpern, A. S. (1985). Transition: A look at the foundations. Exceptional Children, 51(6), 479-486.

The OSERS transition model is discussed with a revised model presented which proposes that two additional dimensions of adult adjustment are of equal importance with employment. Halpern's model is based on a core premise that living successfully in one's community should be the primary target of transitional services. The two additional dimensions of community adjustment include the quality of a person's residential environment and the adequacy of one's social and interpersonal network. Research on the intercorrelations of these three dimensions is reported, with a conclusion that success in one area was often unrelated to success in either of the others. Halpern suggests that programs will need to be directed specifically toward each dimension, with client needs determining the selection of specific services. Information from the Oregon study of secondary special education programs is presented along with implications for vocational education and programming for transition.

Halpern, A. S., Close, D. W., & Nelson, D. J. (1986). On my own. Baltimore: Paul H. Brookes Publishing Co.

The increased use of independent and semi-independent living programs for citizens with disabilities has required attention to the transition from home and/or institution to community settings. This book reports on a study of approximately 300 adults with mental retardation living in semi-independent living programs in Cali-

fornia, Colorado, Oregon, and Washington. It provides information on the clients and discusses human services policy and management practices and problems. A model for improving services and research is also provided.

Hasazi, S. B. (1985). Facilitating transition from high school: Policies and practices. American Rehabilitation, 11(3), 9-11, 16.

This article describes a variety of policies and practices related to the high school phase of the transition process. Local interagency agreements are proposed as an effective method for identifying human and financial resources. Other areas discussed are transition planning with student and parent involvement, the identification of school-age youth with handicaps, curriculum designed for special needs, and vocational experiences in the community.

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 51(6), 455-469.

The fate of handicapped youth subsequent to leaving school is a critical element in designing and providing responsive and relevant transition and employment programs. This article reports on a major study of factors associated with the employment status of 426 handicapped youth who had been receiving special education services and who exited from nine Vermont school districts between 1979 and 1983. Data on employment status, employment and training history, and use of social services were obtained from interviews with 301 youths or their parents or knowledgeable other. Additional data regarding educational history, age, and community demographics were obtained from individual student records. Variables analyzed and discussed were: employment status, school experiences, service agencies utilized, means of finding work, wages, types of jobs, job history, location, gender, educational and vocational experiences, manner of exit from high school, vocational education, work experiences, percentage of time employed, and employment status over time.

Havranek, J. E. (1984). [Review of Managing behavior on the job]. Journal of Applied Rehabilitation Counseling, 15(1), 56-57.

A review of the above titled book.

Hayward, J., & Orland, M. E. (1986). A vocational rehabilitation model: An integrative approach for addressing the youth unemployment problem. The Journal for Vocational Special Needs Education, 8(3), 3-8.

The Vocational Rehabilitation Model for addressing youth employment objectives is discussed as employed in two programs--one in San Diego and one in Philadelphia. The processes and outcomes of the model as implemented in a local educational agency and a private, nonprofit mental health and educational services organization are described. The authors suggest that inner-city disadvantaged youth will benefit from use of this model if it provides the range of services needed to address this population's educational, social, and vocational problems.

Hester, E. J., & Stone, E. (1984). Utilization of worksite modification. Topeka, KS: The Menninger Foundation, Research and Training Center, Division of Rehabilitation Programs.

Worksite modification is often a necessary condition for functional employment of persons with disabilities. This study reports on the use of worksite modification among Projects with Industry (PWI) programs throughout the United States, the response of employers to the use of worksite modifications, and the characteristics of PWI programs successfully using accommodations in placing their clients. Seventy-nine of the 83 PWI programs responded to a three-page questionnaire. Forty-nine percent reported using worksite modifications to assist in job placement with another 24 percent indicating interest in receiving help in starting. Differences between programs which used modifications and those which did not are reported. A worksite Modification Appropriateness Scale was developed from the study and is included in the report.

Hill, J., Wehman, P., & Kochany, L. (1979). Development of a community based pre-employment program for moderately and severely retarded adults. Rehabilitation Literature, 40(11-12), 330-335.

A community-based training program for mentally retarded adults is described in this article. The client/trainees had been excluded from rehabilitation counselor caseloads because of lack of employment potential, most having been rejected from local sheltered workshops because of nonproductive performance. Pre-employment training in relevant jobs as well as the nonvocational social skills required for a job were provided in a three-unit curriculum: industrial unit, skill acquisition unit, and pre-employment unit. The major objective for each unit was to prepare the client/trainee for the next level of activity, eventually leading to actual placement in food services, janitorial, or utility-type jobs in the community.

Hill, M. L. (1986). Outline and support materials to assist in the preparation of proposals to provide time-limited and on-going services within a program of supported employment. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center.

The development of an efficient and effective supported employment program requires logistical considerations not typically found in present rehabilitation services. This manual provides an outline for proposals to provide time-limited and on-going employment services under a program of supported services. It's key components are an emphasis on interagency collaboration, attention to local agencies and the local environments, and adherence to accepted finance and budget methods. Designed for use by sheltered workshops, community service boards, private agencies and other interested parties, the manual is applicable in many modalities of supported employment. It is based on work done at Virginia Commonwealth University through the Rehabilitation Research and Training Center.

Hitchings, W. E., & Retish, P. M. (1985). Successful transition requires planned community entry. Techniques: A Journal for Remedial Education and Counseling, 1(6), 455-462.

As schools develop new or modified curriculum and service models in response to the emphasis on transition for handicapped students, various difficulties are usually encountered. This article describes the development of a transitional program in a community beset by radical changes in the local economy and work environments. Problems and observations are discussed.

Holler, B., & Gugerty, J. (1984). Reflections about on-the-job training for high school special education students. Career Development for Exceptional Individuals, 7(2), 87-92.

The value of work experience as a transitional support needed by handicapped students prior to leaving high school is discussed. Correctly developed and implemented on-the-job training (OJT) is advocated. Three aspects are explored: program sequencing, program content, and employer involvement.

Hood, L. E., & Hester, E. J. (1985). Transitional employment program expansion: Curriculum development. Topeka, KS: The Menninger Foundation, Research and Training Center, Division of Rehabilitation Programs.

This paper is a report of the Menninger Rehabilitation Research and Training Center project on Preventing Disability Dependence. It reviews the conceptual background and current applications of rehabilitation through Transitional Employment (TE). The value and need for effective programs to eliminate or reduce disability dependence among persons who remain capable of gainful employment is discussed along with factors affecting the possibility and speed of return to work. Work adjustment theory is applied to the dynamics of work role transition for disabled persons. Four different TE models are described: the Menninger and Fountain House Projects with Industry and Transitional Employment Project (PWI/-TEP), Project Transitions, and the Transitional Work Center. The Training for Action curriculum model is explained. Suggestions for expanding TE services for return to work are presented.

Hopkins-Best, M., & Wiinamaki, M. (1985). Bibliotherapy for disabled students in school-to-work transition. Techniques: A Journal for Remedial Education and Counseling, 1(6), 490-496.

Developmental bibliotherapy is recommended by the authors as an appropriate technique to assist disabled students in making the transition from youth to adult, from school to work. Problems related to successful transition are identified. Suggested applications and techniques are given for effectively using bibliotherapy for this purpose. Techniques suggested for using along with bibliotherapy are group discussion, role playing, reading aloud, and creative writing. An annotated bibliography is provided.

Humes, C. W., & Hohenshil, T. A. (1985). Career development and career education for handicapped students: A reexamination. The Vocational Guidance Quarterly, 34(1), 31-40.

The relationship between career education and career development is discussed with the emphasis on how these two concepts can affect the transition from school to career. The authors contend the key to success is individualization facilitated by effective career counseling. The importance of well-designed and executed career education programs based on sound career development theory is discussed and linked to effective transition from school to subsequent career steps. Basic tenets of career education for handicapped students are discussed along with differential programming, new directions in policy and programming, and the importance and role of career counseling in career development.

Hunter, P. N., & Zuger, R. R. (1979). Easing the transition from school to work for students with severe physical disabilities: A summer work experience. Rehabilitation Literature, 40(10), 298-304.

This paper reports on a summer employment program designed to provide severely physically disabled high school and college students with paid work experiences; the opportunity for integration into the work world; and the enhancement of skills, work habits, and knowledge of jobs. The program components are described and program findings are reported and discussed.

Irwin, J. (1985). Summer work experience program. American Rehabilitation, 11(2), 26-28.

Taking advantage of summertime's typical freedom from academic schooling and the greater availability of temporary jobs for young people, this work experience program for blind and multiply handicapped youth provides an opportunity to develop basic job skills that typically are available to nondisabled youth through summer and other part-time employment. This article outlines the program, including establishing working relationships with special education personnel, obtaining funding, recruiting employers, and providing supervision and guidance.

Jackson, C. (Coordinator). (1986). Transition project summary. Conference, Transition in Washington, held February 11, 1986. Olympia, WA. (Available from Superintendent of Public Instruction, Division of Special Services and Professional Programs, Olympia, WA.)

Contains a summary description of 19 transition projects underway in the State of Washington. Project contact persons and addresses are included.

Jacobs, A., Larsen, J., & Smith, C. (1979). Handbook for job placement of mentally retarded workers. New York, NY: Garland STPM Press, 1979.

This handbook (formerly entitled Guide to Jobs for the Mentally Retarded) is designed to guide, assist, and augment programs whose goal is the integration of the mentally retarded individual into the competitive work world. There are 158 job profiles listed which may be appropriate for the employment of the mentally retarded. The profiles are categorized into the following: merchandising, office service, agriculture/fishing/forestry, skilled, and processing and manufacturing occupations. For each profile, there is a general description, a list of the job activities, specific skill requirements, DOT reference, and related jobs. In addition, information about research and past experience in placing mentally retarded, as well as preparing the client for employment, is included.

Juhrs, P. D. (1985). CSAAC vocational program: Overview. Rockville, MD: Community Services for Autistic Adults and Children.

A brief overview of the vocational services for adults disabled by autism, conducted by the Community Services for Autistic Adults and Children (CSAAC). All clients' regardless of their behavioral disorders, functioning levels, or previous experiences are placed and trained in nonsheltered sites among nonhandicapped workers.

Juhrs, P. D. (1985). Supported employment model. Rockville, MD: Community Services for Autistic Adults and Children.

This program model is designed primarily for providing "on-the-job" training and behavioral interventions for adults with autism. All clients are placed directly in non-sheltered competitive job sites. All instructional and/or behavioral interventions are implemented in the "real" work place by trained CSAAC instructors. A sequence is given, outlining the entry, placement and maintenance steps basic to the model.

Kallsen, P. G., & Kidder, S. B. (1985). Vocational rehabilitation: Perspective on transition. American Rehabilitation, 11(3), 25-30.

The OSERS concept papers on transition and on supported employment published in 1984 had an immediate impact on vocational rehabilitation and special education. Some of the issues raised by these papers are discussed in this paper. They include the relationship between special education and vocational rehabilitation, the relationship between transition and supported employment, and the system changes that must occur to accommodate new agencies and individuals in the process of transition. Four dissimilarities between education and rehabilitation are discussed: organizational structure, compliance versus goal setting and program evaluation, eligibility for service, and terminology. Some system changes noted are fiscal and programmatic responsibilities, involvement of parents and employers as partners with rehabilitation agencies, the use of technology, and the training of rehabilitation and education personnel.

Karcz, S. A., Paulson, D. R., & Mayes, W. T. (1985). Abrupt transitions for youths leaving school: Models of interagency cooperation. Techniques: A Journal for Remedial Education and Counseling, 1(6), 497-504.

The typical abruptness and often unanticipated occurrence of transition from school, and perhaps home, to the adult community for students when they become involved with juvenile courts or when they stop coming to school poses some particular problems and needs. This article discusses the value of transition programs which successfully facilitate the school reenrollment of students exiting juvenile detention facilities. Three programs are described: the Lake County, Illinois, Youth Advocate Liaison Program; the Lake County, Florida, Multiagency/-Special Education Program; and, the Rock Island, Illinois, Coalition High School Model. Two key elements for effectiveness are interagency coordination and the adequate communication of relevant information.

Kerachsky, S., Thornton, C., Bloomenthal, A., Maynard, R., & Stephens, S. (1985). The impacts of transitional employment for mentally retarded young adults: Results from the STETS Demonstration. New York: Manpower Demonstration Research Corporation.

Presents and discusses the results of the Structured Training and Employment Transitional Services (STETS) demonstration project. The research and assessment model is presented along with the findings related to employment, earnings, benefit-cost analysis and relevant variables.

Kiernan, W. E., & Stark, J. A. (Eds.). (1986). Pathways to employment for adults with developmental disabilities. Baltimore, MA: Paul H. Brookes Publishing Co.

This text addresses the issue of employment/unemployment/underemployment of adults with developmental disabilities. The Pathways Model is presented as the core conceptual design for the editor's framework in viewing and dealing with the

problem. The model is a person-driven design emphasizing options, choices, or paths for the individual with a focus on expansion of environments in which outcomes should and may occur. The book embodies transition processes and strongly advocates supported employment as an alternative to prevocational programming for a majority of developmentally disabled adults. The twenty-two chapters were written by a variety of authors and are arranged in seven sections. The first three sections provide a background, discussing an overview of adults with developmental disabilities, population characteristics, and legislative and economic characteristics. Section four is the heart of the book, containing nine chapters on new concepts and designs in habilitation. Sections six and seven focus on implications and mandates for the future, including training demands, research demands, evaluation of employment services, and current and future directions in the employment of adults with developmental disabilities.

Lakin, K. C., & Bruininks, R. H. (Eds.). (1985). Strategies for achieving community integration of developmentally disabled citizens. Baltimore: Paul H. Brookes Publishing Co.

This book is a companion volume to Living and Learning in the Least Restrictive Environment, edited by R. H. Bruininks and K. Charlie Lakin (Paul H. Brookes Publishing Co., 1985). The authors provide strategies for moving closer to the habilitation and integration of developmentally disabled persons in community settings in ways and to the extent implicit in contemporary attitudes and state-of-the art professional practices. The introductory chapter describes the social, philosophical, research, and bureaucratic contexts which affect the nature and impact of social service systems in the U.S. Four chapters are devoted to contemporary knowledge and validated professional practices in the areas of assessment and intervention. Three chapters examine the primary issues in the vocational preparation of developmentally disabled youth and adults in and after their transition to adulthood. Part IV contains three chapters which present strategies for developing and enhancing integrated services and opportunities for developmentally disabled persons. The final section considers ways of dealing with organizational impediments to the integration of disabled persons, including problem-solving and budgetary approaches along with suggestions about how advocates might approach existing and likely future challenges.

Lam, C. S. (1985). A program evaluation study on employment services for developmentally disabled adults comparing a sheltered workshop program with a supported work program. Unpublished doctoral dissertation, University of Wisconsin-Madison.

A sheltered workshop model was compared to a supported work model on three variables: program effectiveness, client job satisfaction, and client comparability. Fifty randomly selected clients were studied in each program. Conclusions were: Clients of both programs expressed a high degree of satisfaction. There were no significant differences in client characteristics such as IQ, education, and Functional Assessment Inventory scores. Sheltered workshop clients tended to work more hours than supported work clients, but no differences were found in wages earned, although moderate-severely retarded clients in the workshop program had higher earnings than their counterparts in the supported work program. Implications for rehabilitation practice are discussed. The author suggests that the sheltered workshop program was more effective than the supported work program as measured by client wages earned and hours worked; that it would be more cost-effective to serve borderline-mildly retarded clients under the supported work model and to serve moderately-severely retarded clients under the workshop model.

Laski, F. J. (1985). Legislative, regulatory and financial issues affecting the rehabilitation and vocational achievement of persons with autism. Paper presented at the National Conference on Autism, April 1985, Rockville, Maryland.

This papers discusses factors which negatively affect the rehabilitation and vocational achievement of persons with autism and other severely handicapping conditions. Included are proposals designed to promote the transition of persons with autism into competitive employment.

Lassiter, R. A., Lassiter, M. H., Hardy, R. E., Underwood, J. W., & Cull, J. G. (Eds.). (1983). Vocational evaluation, work adjustment, and independent living for severely disabled people. Springfield, IL: Charles C. Thomas.

Three key elements of professional rehabilitation are examined in this book, with an emphasis on the connections and relationships among them. Evaluation, adjustment, and independent living are discussed in the context of habilitation for severely disabled persons. Implications for transition planning and services as well as for employment of the disabled are available throughout the 31 chapters.

Lindskoog, W. (1985). VECTOR: A new direction. Is it the right direction? A formative evaluation of a transition program for 18-21 year old mentally handicapped youth. (Available from VECTOR, Hennepin Technical Centers-North Campus, 9000 Brooklyn Blvd., Brooklyn Park, MN.)

A report on the first year of a federally funded transition project designed to demonstrate the effective linkage between special education and vocational education in preparing handicapped youth for meaningful community based employment. Parents, teachers, and cooperating agencies were surveyed. The efficacy of providing vocational-technical school-based transition programs is discussed, along with the advantages of campus-based support services, role models, instructional materials, and accessibility to vocational programs.

Malamud, T. J. (1985). Evaluation of Clubhouse Model--Community-based Psychiatric Rehabilitation. Washington, DC: National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, U. S. Department of Education.

The final report of a three-year study of the effectiveness of the community-based rehabilitative service approach of Fountain House, a New York City-based club for deinstitutionalized people with chronic mental disabilities. Key components utilized by Fountain House are Day Programs, Transitional Employment, and Independent Employment. An instrument for assessing patterns of adjustment of club members over time, the Fountain House Categories of Community Adjustment (COCA), is described. The study examined 21 variables to determine that the 527 individuals who were involved in a Transitional Employment program were representative of the general target population--the severely disabled psychiatric patient. Some conclusions reached by the author were 1) the Fountain House model works, and 2) the support and training offered by the Transitional Employment concept seem to make a significant difference.

Mank, D. M., & Horner, R. H. (1986). Self-recruited feedback: A cost-effective procedure for maintaining behavior. Manuscript submitted for publication.

This study examines the use of self-management procedure to improve and maintain work performance of young adults with severe disabilities in integrated job settings. Students were taught to self-monitor work rates on job tasks, to evaluate daily performance against a criterion, and to recruit contingent feedback from supervisors. Findings indicate a functional relationship between self-recruited feedback and maintenance of improved work rate. Self-monitoring of work rate alone was not a consistently effective maintenance strategy.

Marr, J. N., & Roessler, R. T. (Eds.) (1986). Behavior management in work settings. Vocational Evaluation and Work Adjustment Bulletin, [Special Edition], Baker Monograph, No. 2.

This monograph addresses the problem of job retention for handicapped workers by presenting job retention (behavior modification) strategies that are appropriate for use by rehabilitation, special education, vocational education, and supervisory personnel. The behavior management strategies are presented within a framework of six duties deemed critical for retaining work: 1) accepting the work role, 2) responding satisfactorily to change, 3) being a productive worker, 4) monitoring one's own work and work needs, 5) accepting supervision, and, 6) working with co-workers. A work personality profile is included, along with 52 references to behavioral approaches to learning skills and work-related behaviors.

Massie, B. (1985). Disabled school leavers: Which way to tomorrow? Rehabilitation World, 9(1), 34-35.

What are the prospects of young physically disabled people in the United Kingdom after leaving school? This article reviews the educational system in the UK for disabled children and the programs, services, and opportunities available to them beyond the secondary school level.

McCarthy, H. (1983). Understanding motives of youth in transition to work: A taxonomy for rehabilitation counselors and educators. Journal of Applied Rehabilitation Counseling, 14(1), 52-61.

The goal of competitive employment and emphasis on transition into the work force for persons with disabilities heightens the issue of motivation related to work. This concept paper develops a proposed taxonomy of motivational forces affecting movement toward or away from work, a dynamic relevant to the processes of transition from non-work to work. It specifies a variety of motives which might affect a young person finishing school and facing the choice of beginning work. The classification uses two critical dimensions: the value source (personal, interpersonal, societal) and direction of behavior (approach, avoidance). The two dimensions are overviewed and specific motives identified and related to the transition-to-work process for disabled youth.

McCarthy, P., Everson, J. M., Inge, K. J., & Barcus, J. M. (1985). Transition from school to work: Developing the process for individuals with severe disabilities. Techniques: A Journal for Remedial Education and Counseling, 1(6), 463-471.

In outlining a transition process that can be used successfully for the transition of severely disabled students from school to work, the authors point out that communities must begin to take the responsibility for including individuals with severe disabilities in their job markets so that they have access to "real" jobs in the "real" settings. This article presents a step-by-step procedure, including how to

establish interagency teams and how to use them to implement an individualized transition program. Seven key factors or steps are: developing an individual transition team, needs assessment, written Individual Transition Plan (ITP), pre-employment training utilizing community-based training, community and parent awareness, job placement by the last year of school, and supportive work services through community agencies when individual leaves school.

McCarthy, P., Everson, J., Moon, S., & Barcus, M. (Eds.). (1985). School to work transition for youth with severe disabilities. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University.

This monograph addresses the major elements in a transition from school to work model. After an overview discussion of issues related to transition from school to work for persons severely disabled, three dimensions are explored: the transition process, employment training in the schools, and supported employment. Specific areas treated are: a model for developing a transitional process in a community; the parents' role; a community-referenced, employment directed school program; solutions to potential barriers in setting up community-based vocational training; several model supported work options, e.g., enclaves, mobile work crews; and strategies for changing traditional adult service systems.

McCormick, W. J., & Clarke, M. (1986). Work Ability's post-school employment effects. Sacramento, CA: California State Department of Education.

This study focused on the post-school employment effects and the benefits-cost value attributable to Work Ability, a program for handicapped high school students designed to enhance their employability. The findings were based on interviews of 142 former program participants and 154 handicapped youth not selected for participation and on quarterly employment records for 18 months. Findings included higher employment rates and more income for Work Ability participants.

McDonnell, J., & Hardman, M. (1985). Planning the transition of severely handicapped youth from school to adult services: A framework for high school programs. Education and Training of the Mentally Retarded, 20(4), 275-286.

This article presents a procedural framework to assist local programs to conduct effective transition planning. It describes critical components of a transition planning system that will facilitate the efforts of parents, teachers, and adult service providers in establishing the optimal mixture of performance opportunities and services for each individual prior to graduation from school. The coordination of transition planning on the local level and the development of transition plans are discussed as key elements, with the high school identified as the most logical service program to take responsibility for coordination. Preparation of parents for successful participation in transition planning requires that parents receive adequate information. Two general strategies for disseminating this information are discussed. Coordination and linkage between school and adult service agencies are identified as essential to a comprehensive planning process.

McKinney, L., & Okeafor, K. (1984). A model to facilitate the transition from school to work. Career Development for Exceptional Children, 7(1), 39-44.

The transition support model used in "Project Transition" is described in this report. The project--Regular Education Inservice (Comprehensive Vocational Education for All Handicapped Persons: In-service Support for Transition from Educa-

tion to Work)--involved developing and field testing a local-level model for providing support to handicapped secondary and postsecondary vocational students during their transition from school to work.

Middlesex Community College. (1985). Transition program: 1985-86 procedures manual. Burlington, MA: Middlesex Community College.

This manual describes program procedures and activities for students with learning disabilities enrolled in the transition program at Middlesex Community College. The program was initiated as a two year certificate program for high school graduates who are seriously learning disabled or "slow learners." It offers individualized training and education to enable graduates to obtain employment in the clerical and business support areas. The manual includes sections on Organization, Student Recruitment, Application Procedure, Applicant Screening Procedures, Student Orientation, Curriculum Overview, Internship Recruitment, Internship Supervision, Program Evaluation, and Release of Information. Numerous forms and documents are included.

Mithaug, D. E., Martin, J. E., & Agran, M. (in press). Adaptability instruction: The goal of transitional programming. Exceptional Children.

Citing failure to acclimate to a dynamic work environment as a primary reason for job terminations, the authors attempt to identify instructional procedures that will make a difference in the students' abilities to be successful across environments. They stress the abilities to acquire new skills and adapt to dynamic work environments. Current instructional approaches are reviewed. An adaptability instructional model with a central focus on problem-solving skills is proposed, consisting of four major components: decision-making, independent performance, self-evaluation, and adjustment. Application of the model is toward community employment. Each component is briefly translated into instructional steps or strategies. Relevant research and implications for instruction are presented.

Moon, S., Goodall, P., Barcus, M., & Brooke, V. (Eds.) (1985). The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

This manual is a procedural guide for using the supported work model of training mentally retarded persons for competitive employment. It is based on the work done through Project Employability and the Rehabilitation Research and Training Center at Virginia Commonwealth University. Topics dealt with are job development, client assessment, job placement, job site training, follow-up and staff and time management. Potential users are special and vocational education teachers, rehabilitation counselors, sheltered workshop and day activity center staff, as well as others involved in job training for citizens with handicaps.

Moon, S., Goodall, P., & Wehman, P. (Eds.). (1985). Critical issues related to supported competitive employment. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University.

This volume on supported competitive employment contains fourteen articles presented at the initial National Symposium on Employment for Citizens with Mental Retardation, April 1984. Specific areas considered are OSERS programming; demographic analyses related to successful job retention; competitive employment pro-

grams in rural areas; behavioral training strategies; parent role and involvement in the transition and employment processes; vocational curriculum development; system change at city and state levels; and benefit-cost analysis.

Mori, A. (1984). [Review of Career-vocational education for handicapped youth, by Miller, S. R., & Schloss, P. J. (1982).] Career Development for Exceptional Individuals, 7(1), 46.

A review of the above titled book.

Mori, A. (1984). [Review of Handbook of career planning for special needs students, Harrington, T. F. (ed.). (1982).] Career Development for Exceptional Individuals, 7(1), 45.

A review of the above titled book.

Morrow, S. A., & Morrow, L. W. (1986). Transition: A call for change. Manuscript submitted for publication. (Available from authors, EDGE, Inc., 210 W. Pierce, Kirksville, MO).

The need for significant changes in the local and national efforts to assist disabled/handicapped individuals in career development, particularly transition into productive participation in the workforce, is discussed. Recommendations for improving the system are given. Barriers are identified in the areas of transition planning, monitoring of progress or success of programs and individual plans, and retraining of special education teachers, adult service providers, parents, and administrators.

Moses, J. F. (Ed.). (1985). Transition from school to the workplace [Special Issue]. Rehabilitation World, 9(1).

This special issue on transition contains ten articles. Included are Madeline Will's OSERS seminal paper on transition; Jean Elder discussing the Federal effort, particularly the role of the Administration on Developmental Disabilities; community colleges as resources; four articles on international programs; two articles directly focusing on learning disabilities; and one on competitive employment for autistic students.

New York State Education Department. (1984). A report on the national conference on transition for youth with handicapping conditions to work: Coordination of state policies and practices, June 11-12, 1984, Albany, New York. Albany: Author.

The purpose of this symposium was to facilitate further development of a successful system of transition for handicapped youth from school to work by bringing together state level directors from special education, vocational education, and vocational rehabilitation to discuss issues, implications, and recommendations. Highlights of cooperative service models in Maryland, Michigan, and New York are presented. These models all emphasize interagency coordination and cooperation in developing and delivering transitional services. Issues and recommendations are arranged into four major phases: elementary education, secondary education, post-secondary education, and employment. Implications for cooperative initiatives at the local, state, and federal levels are noted.

Nicholson, J. R., Nailen, P. M., & Tobaben-Wyssman, S. (1984). Competitive employment for sheltered and work activity clients: A national study. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 103-107.

In order to determine the prevalent attitudes toward attempting to secure community-based employment for workshop employees, 603 questionnaires were mailed to sheltered workshops and work activity centers throughout the nation. Results of this questionnaire are presented and implications for future action are investigated.

North Dakota Department of Public Instruction. (1985). North Dakota interagency cooperative agreement for individuals with handicaps. Bismarck, ND: Department of Public Instruction.

This document is an agreement of four state agencies having primary responsibility for delivering services to handicapped persons in North Dakota: Department of Public Instruction, State Board of Vocational Education, Developmental Disabilities Services, and Division of Vocational Rehabilitation Services. The proposal spells out roles and functions of the agencies, service capabilities and responsibilities, an implementation plan, and agreement assurances.

North Dakota Department of Public Instruction. Transition: A team approach: A process handbook. Bismarck, ND: Department of Public Instruction.

This manual provides information and structured guidance through forms and checklists for families, teachers, and other personnel who work with individuals with handicaps in aiding the student through the transition process. It includes team planning, the roles of the transition team, a transition plan, and the process of transition team planning.

Novak, A. R., & Heal, L. W. (1980). Integration of developmentally disabled individuals into the community. Baltimore: Paul H. Brookes, Publishers.

Research studies related to the integration of mentally retarded and other developmentally disabled persons into the community are reported and discussed in this book. Deinstitutionalization is examined from various perspectives. Implications and recommendations are offered.

Palmer, J. (1985). Youth in transition: What parents should know. The Exceptional Parent, 15(3), 10-17.

Written for parents of children with disabilities, this article was originally presented at the National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth held in Boston, March 1985. It discusses developmental issues that young people face and points out the unique aspects confronting disabled youth. Solutions in the form of programs and strategies are described. Recommendations for parent involvement are included.

Pancsofar, E. L., & Krouse, J. (1985). Developing independent living skills: A focus on generalization. Techniques: A Journal for Remedial Education and Counseling, 1(6), 482-489.

The ability to function adequately within the community with a minimal dependence on others is a requisite for independent living. Effective ways of teaching independent living skills to severely handicapped individuals has become a more critical

concern as efforts to integrate these individuals into mainstream society have increased. This article delineates a procedure for teaching independent living skills with optimal generalization as a planned outcome. A set of general case programming guidelines are included.

Parmenter, T. R. (1986). Bridges from school to working life for handicapped youth: The view from Australia (World Rehabilitation Fund, Inc.-International Exchange of Experts and Information Monograph No. 33). New York: IEEIR, World Rehabilitation Fund, 400 East 34th Street.

The process of transition from youth to adulthood and, specifically, from formal educational settings to employment or post-school environments has broad commonalities across cultures but also with subtle to distinct differences. This monograph presents a discussion of the movement of young persons with disabilities from school to subsequent environments, written by an Australian educator from the Unit for Rehabilitation Studies, Macquarie University. Underlying social, political, and philosophical principles, beliefs, and values are discussed, primarily those of normalization, independent living, and self-determination. Implications for the planning and delivery of transition programs are suggested, particularly for the role of education, work, community living programs, and social and interpersonal networks. Chapter Two provides a review of issues related to the development of policies and practices of transition programs, including: terminology, school and post-school options; employment objectives and options; support, incentives, and disincentives; continuity and coordination; parent and community involvement; personnel preparation; and research and evaluation. Recommendations and transitional program strategies are addressed in Chapter Three. Ten innovative transitional programs which have been set up in Australia are described. The monograph concludes with commentaries by three United States educators: G. Thomas Bellamy, Donn Brolin, and Michael Peterson.

Pati, G. C., Adkins, J. I., Jr., & Morrison, G. (1981). Managing and employing the handicapped: The untapped potential. Lake Forest, IL: Brace-Park Press.

The central theme of this book is that employing qualified handicapped workers will solve personnel and production problems and that it can be done without much difficulty or significant expense to the employer. The underlying thesis is that handicapped people are an underutilized human resource of great potential value. The authors describe the handicapped peopulation; define the legal framework and how to comply with regulations and legislation; discuss techniques rehabilitation agencies can use with employers to solve personnel problems and recruit and place handicapped workers; review technical aids and support systems for disabled workers; describe accessibility standards and explore major issues associated with accessibility and transportation as they relate to employment; and discuss the training and consciousness raising necessary for managers, supervisors, and employees to have a successful employment program.

Perlman, L. G., & Austin, G. F. (Eds). (1986). The transition to work and independence for youth with disabilities: A report of the Tenth Mary E. Switzer Memorial Seminar, May, 1986. Alexandria, VA: National Rehabilitation Association.

This monograph contains the six action papers and three special papers prepared for the Tenth Mary Switzer Memorial Seminar. Following each action paper are a summary of recommendations for action and/or excerpts of reviews and comments made by the Switzer Scholars.

Petch, B. (1986). Post-secondary support services for special needs students: A model delivery system at Pima C. C. The Journal for Vocational Special Needs Education, 8(2), 9-12.

The importance of and need for special services, programs, and accommodations for special education students in post-secondary education settings is addressed. The Special Services program at Pima Community College, Tucson, Arizona, developed to facilitate the full campus integration of students with handicapping conditions, is described. A drop-out rate of less than two percent among those students who received direct professional support services is reported.

Peterson, M., & Petersen, D. (1986). Assessment: A resource in vocational instruction of special needs students. The Journal for Vocational Special Needs Education, 8(2), 13-16.

The function, value, and relevancy of vocational assessment in instructional processes and transition planning is explored. Two general goals of vocational assessment are diagnostic and developmental in focus: to provide information for educational and vocational decision making, and to provide students with experiences that assist in developing decision-making skills. The Vocational/Career Assessment program of the Scottsdale, Arizona, Unified School System is described. It addresses four major components: work evaluation, career/self-awareness, occupational exploration, and career guidance.

Phelps, L. A., & McCarty, T. (1984). Student assessment practices. Career Development for Exceptional Individuals, 7(1), 30-38.

Vocational assessment as a critical component of career/vocational programming for handicapped youth is discussed in this article. Various assessment procedures are reviewed and described. Included are cumulative data review; interviews of peers, parents, and teachers; psychometrics; work samples; production work; simulated job stations; and on-the-job assessment.

Project TRYAD. (1985). Day program compendium 1985-86. Chestnut Hill, MA: Campus School, Division of Special Education, Boston College.

The Project TRYAD Day Program Compendium 1985-1986 is a listing of the adult day/work programs currently available to adults with special needs within the Commonwealth of Massachusetts. It was designed to assist school personnel, parents, and adult agency personnel when transitioning severely handicapped persons from school services to adult services.

Redkey, H. (1979). A different kind of workshop. Amicus, 4(5 & 6), 270-272.

Discusses the past and future of the sheltered workshop movement in the U.S. and also describes different approaches used for the rehabilitation and employment of the handicapped.

Rehder, K. V. (Ed.). Competitive employment for mentally retarded people. RRTC Newsletter, 1(1). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA).

This newsletter discusses the supported work model as one method of obtaining competitive employment for retarded individuals. The model presented incorporates

a four-step process: job placement; job-site training and advocacy; on-going assessment; and follow-up.

Rehder, K. V. (Ed.). Perspectives on supported employment. (Special Issue). RRTC Newsletter, 2(2). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA.)

Several supported work programs are highlighted with resources provided for further information. The Specialized Training Program (STP) at the University of Oregon uses various models, four of which are briefly described: Electronics Industry Enclave, Supported Jobs, Mobile Crew, and Benchwork. Five national programs in supported employment are also presented: VCU-Richmond Cerebral Palsy Center Vocations in Technology Project; State of Vermont employment and training programs; Virginia Beach, Virginia, Adult Services program; Ames, Iowa Community School District community-based vocational curriculum; and ARC Industries, Inc., Franklin County, Ohio.

Rehder, K. V. (Ed.). School-to-work transition. RRTC Newsletter, 2(1). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA.)

Transition is briefly explained, the OSERS view of transition is presented along with a three-step model for school-to-work transition. Other features discussed are interagency cooperation, selected employment outcomes for persons with handicaps, parent involvement in the transition process, and essential elements for effective transition.

Rehder, K. V. (Ed.). You, your child, and competitive employment. RRTC Newsletter, 1(2). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA.)

Directed to parents of a handicapped child, this newsletter presents information explaining competitive employment; defines commonly used words and phrases, e.g., sheltered workshop, IEP; and gives suggestions for getting one's child ready for employment.

Revell, W. G., & Arnold, S. M. (1984). The role of the rehabilitation counselor in providing job oriented services to severely handicapped mentally retarded persons. The Journal of Applied Rehabilitation Counseling, 15(1), 22-27.

The increased emphasis on transition from school and/or sheltered environments to competitive work settings for handicapped persons has implications for role and function descriptions of personnel working with this population. This article describes a rehabilitation counseling model responsive to the vocationally oriented needs of severely disabled mentally retarded individuals seeking full competitive employment. The model is oriented towards competitive employment and away from dependence on long-term sheltered employment. Characteristics of clients are discussed under worker behaviors, interaction skills, self-help skills, and academic skills. Job preparation and placement are identified as important functions which include referral, preplacement orientation training, job development, job maintenance, and follow-up. Strengths and weaknesses of the model are cited.

Revell, W. G., Arnold, S., Taylor, B., & Zaitz-Blotner, S. Project Transition: Competitive employment service for the severely handicapped mentally retarded. Journal of Rehabilitation, 48(1), 31-35.

Project Transition is a joint program of the Virginia Department of Rehabilitative Services and a community mental health and mental retardation services board, designed to provide competitive employment for severely handicapped mentally retarded individuals. Through a program of pre-placement orientation within competitive job settings and on-site training and support, clients are assisted in making the transition from sheltered training and subsidized employment programs, such as activity centers and sheltered workshops, to competitive employment. The program includes the identification and training of dependable workers at the employment site, and the matching of qualified prospective employees to jobs. This article further describes the program and discusses various components such as wages and benefits, community integration, the job training and employment model adapted from Project Employability, job analysis, and the role of the job site coordinator.

Revell, W. G., Wehman, P., & Arnold, S. (1984). Supported work model of competitive employment for persons with mental retardation: Implications for rehabilitative services. Journal of Rehabilitation, 50(4), 33-38.

Numerous applications of the supported work model of employment services demonstrate the ability of severely disabled mentally retarded persons to work competitively. Based on these demonstration efforts, this article describes how a supported work program can serve as the central job-related component to placing and retaining a variety of persons with severe disabilities in competitive employment.

Rhodes, L., & Valenta, L. (1985). Industry-based supported employment: An enclave approach. JASH, 10(1), 12-20.

Describes an enclave model of supported employment that employed six people within an electronics firm. The model employs individuals requiring substantial, long-term job support, and who are generally excluded from participating in sheltered workshops, competitive placement programs, and other less restrictive programs because of the severity of their disabilities. Results, including costs and wage benefits, are given.

Riccio, J., & Price, M. A transitional employment strategy for the mentally retarded: The final STETS implementation report. New York: Manpower Demonstration Research Corporation.

One of the major published reports from the Structured Training and Employment Transitional Services (STETS) demonstration project. Discusses the implementation aspect of the project, the models used, program components, recruitment, assessment, job site development, training, and supervision.

Riggar, T. F., et al. (Eds.). (1985). Selected proceedings of region V leadership conference on transition, May 28-30, 1985, Chicago, Illinois. Carbondale, IL: Southern Illinois University, Rehabilitation Institute, College of Human Resources.

This conference was designed to increase dialogue among educators, service providers, parents, advocates and program administrators with the focus on transition from school or home to the work environment. Primary goals of the conference

were to discuss the major issues and opportunities related to the improvement of transition services, to encourage collaboration in planning and implementing transition programs, and to provide information on program models and planning processes. Four keynote presentations are included along with selected presentations from concurrent sessions dealing with employment, community resources, school programs, and inter-agency collaboration.

Rochlin, J. (1985). The Job Accommodation Network: A tool for transition. American Rehabilitation, 11(3), 6-7.

The historical development of the Job Accommodation Network, JAN, is given along with a description of the network and its operation.

Rochlin, J. F., DeCaro, J. J., & Clarcq, J. R. (1985). Competitive employment of disabled people: The need for a partnership. Journal of Rehabilitation, 51(2), 19-23, 69.

The importance of a multidisciplinary partnership in assisting disabled people achieve the goals of competitive employment is highlighted in this article. The authors present a set of principles applicable for the design, development, and implementation of linkages between employers, educational institutions, and rehabilitation agencies.

Roessler, R., & Bolton, B. (1985). Employment patterns of former vocational rehabilitation clients and implications for rehabilitation practice. Rehabilitation Counseling Bulletin, 28(3), 179-187.

Twelve recommendations are presented for enhancing the employment prospects of handicapped persons, based on follow-up interviews with 57 former vocational rehabilitation clients regarding factors bearing on their vocational success. Included were more (a) job-seeking skills, (b) training of parents and families for support, (c) vocational counseling with a career development focus, (d) long-term counselor follow-up, and (e) counselor involvement in job development. Additional recommendations were: counselor contacts with industry are an important employment enhancement activity, counselors should promote positive work attributes, and counselors should emphasize the importance of the informal network in finding a job.

Rudrud, E., Ziarnok, J., Bernstein, G., & Fessara, J. (1984). Proactive vocational habilitation. Baltimore: Paul H. Brookes.

Written for persons responsible for designing and/or providing vocational habilitation services to adults with handicapping conditions, this text adheres to a central assumption that current technology (and pedagogy) are sufficiently effective to make competitive employment a reality for most persons presently receiving vocational habilitation and day training services and supported work possible for nearly all other service recipients. A proactive approach is advocated, resulting in programs designed to anticipate and prevent problems and to focus on strengthening desired behaviors. The ten chapters are arranged into four units: Foundations of Proactive Vocational Habilitation, Service Delivery Issues, Vocational Evaluation, and Survival Skills (vocational and social). Some key operational approaches central to the book's theme are community-referenced vocational programming, community-referenced curricula, and community-referenced assessment systems. Sample forms and suggested instructional formats are included.

Rusch, F. R. (Ed.). (1986). Competitive employment issues and strategies. Baltimore, MD: Paul H. Brookes Publishing Co.

This book proposes competitive employment as a model of choice toward the goal of preparing all persons with handicaps for integrated employment. The editor and the book's various authors emphasize "best practices" as they explore issues and strategies in competitive employment. They present a comprehensive review of issues, program models, and instructional strategies. Section one contains six chapters describing and discussing competitive employment programs. Section two focuses on competitive employment methods within eleven chapters which address five major themes: assessment, job development, instruction and intervention, research methodology, and systems analysis. This section responds to the complex dynamics of instructional techniques and processes necessary for successful training required by many of the sub-populations targeted for competitive employment. Section three explores competitive employment issues in seven chapters. An epilogue on integrated work is in the form of an interview with Professor Lou Brown.

Rusch, F. R., & Chadsey-Rusch, J. (1985). Employment for persons with severe handicaps: Curriculum development and coordination of services. Focus on Exceptional Children, 17(9), 1-8.

The authors provide curriculum guidelines intended to assist school personnel assume a leadership role in enhancing students' transition from school to work. They contend that all students with severe handicaps should be prepared for employment and that this preparation should take place when the student is between the ages of 13 and 21. The article also describes the need for coordinated services necessary for an effective and efficient transition from school to work. Some elements emphasized are a community-referenced approach, integrated work settings, longitudinal instruction, and community-based training stations.

Ryerson, D. L. (1983). A review of the literature: The transition of youth from school to work. Madison, WI: Department of Public Instruction.

This literature review is part of Phase I of the Parker Project, a joint effort between the Wisconsin Department of Public Instruction and the Parker Pen Company to improve the work preparation role of Wisconsin's secondary schools. This report contains five major sections: the student, the role of the school, the needs of business and industry, the school of the future, and new roles and relationships. Also included is a selected bibliography containing over one hundred references.

Sabatino, D. A. (Ed.). (1985). Transition from school to the world of work [Special issue]. Techniques: A Journal for Remedial Education and Counseling, 1(6).

This special issue contains 10 feature articles, each considering a facet of transition from school to work. They include vocational programs for special needs learners, descriptions of model transition programs, techniques and strategies for effective school and community experiences, and the effects of interagency cooperation on transition needs of students involved with juvenile courts.

Sanders, G. E. (1985). Interaction between rehabilitation and education: The National Leadership Training Program experience. American Rehabilitation, 11(4), 8-12.

The increased emphasis on transition services, supported employment, and competitive employment for persons with disabilities has intensified the need for collab-

oration, cooperation, and communication between education and rehabilitation, at all levels. This paper reviews the record of rehabilitation and education cooperation in the field of deafness, discusses the National Leadership Training Program in the Area of the Deaf (NTLP) as a cooperative effort, and provides recommendations for improving the working relationships between rehabilitation and education.

Schalock, R. (1986). Transitions from school to work. Washington, DC: National Association of Rehabilitation Facilities.

This monograph focuses on elements the author defines as critical components for successful transitions: a common language, a catalyst (individual transition plans), a strategy to develop and coordinate the process (marketing, selling, and servicing the potential labor force and interagency coordination), the opportunity (through supported employment), and formative evaluation activities that provide feedback to improve the process. An ecological service delivery model is proposed, emphasizing a person-environmental match resulting from an analysis of the relevant environments and of the person.

Schloss, P. J., McEwen, D., Lang, E., & Schwab, J. PROGRESS: A model program for promoting school to work transition. (Available from Association for Retarded Citizens, Centre County, Pennsylvania, Inc., 305 South Burrowes Street, State College, PA.)

PROGRESS is a project designed to broaden the scope of vocational special needs education for handicapped individuals age 16-21 and to prepare them to become productive members of the work force. School vocational experiences are linked with competitive employment; on-the-job training is tied to placement; an analysis of the student's job is used to establish curriculum goals; and training procedures are used to ensure the gradual withdrawal of support as the student becomes more competent on the job.

Schumaker, J. B., Hazel, J. S., & Deshler, D. D. (1985). A model for facilitating postsecondary transitions. Techniques: A Journal for Remedial Education and Counseling, 1(6), 437-446.

Cited are findings which indicate that disabled young adults have a more difficult time adjusting to adult life than do their nonhandicapped peers in several life-adjustment areas. This article then describes the Life-Planning Program, a project being conducted at the University of Kansas Institute for Research in Learning Disabilities. The program consists of a series of activities through which students can learn a process of problem solving, goal setting, and goal implementation. The students then learn to apply this process, called the Life-Planning Process, to their own lives in three areas: career/educational plans, independent living, and social interactions.

Scopatz, M. P. (1985). Guidelines to work ability. Sacramento, CA: California State Department of Education, Vocational Education Division.

The Project Work Ability model is described. It was implemented by the California Department of Education to provide career and/or vocational education training and work experience in the private sector to increase secondary special education students' employability. It includes classroom training, work experience, and supportive services for 16-21 year old handicapped youth who are eligible for

special education, and juniors and seniors who are ready to leave school. Sixty sites are included in the project.

Sedlak, R. A., Johnson, J. A., & Steppe-Jones, C. (1985). Vocational programs for special needs learners: Questions and answers. Techniques: A Journal for Remedial Education and Counseling, 1(6), 421-428.

With the change in emphasis from a remedial academic education model to a career-oriented direct experience model, secondary school special education teachers face the need to redefine the curriculum, activities, and strategies regarding the education of their students. This article raises 11 questions and provides answers to assist the teacher in better understanding the transition concept and processes.

Seventh Regional Information Utilization Institute. (1985). School to Work Transition: Seventh Regional Information Utilization Institute, Wilmington, Delaware, April 1985. (Available from The George Washington University, School of Education and Human Development, Washington, DC).

Materials from the Seventh Regional Information Utilization Institute have been arranged into a course book on Transition. The Institute was designed to assist the states within the U.S. Department of Education's Region III in the development of state teams and action plans, to provide information on transition principles and models, and to encourage statewide planning on transition. Included are various teaching materials; 17 articles on transition, supported employment, vocational training, etc.; and extensive resource information.

Shrey, D. E. (1985). [Review of Managing and employing the handicapped: The untapped potential, by Pati, G. & Adkins, J. (1981).] Rehabilitation Counseling Bulletin, 28(3), 204-205.

A review of the above titled book.

Simpson, F., Huebner, K. M., & Roberts, F. K. (1985). Transition from school to work: Developing your state team: Why and how. New York, NY: American Foundation for the Blind.

This manual was developed to provide guidance in collaborative team planning and functioning, a major objective of the National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped. Guidelines are provided for team building, collaborative planning, identifying needs and goals, choosing strategies, and developing an action plan to facilitate the movement of blind and visually handicapped students from school into the work force.

Smith, M. D. (1985). Critical dimensions of non-sheltered employment models. Paper presented at the National Conference on Autism, April 1985. Rockville, MD: Community Services for Autistic Adults and Children.

Based on a five-year program assisting persons severely disabled by autism in the achievement and maintenance of nonsheltered, paid employment, six dimensions were identified as being critical to the success of a nonsheltered employment model: adequate process for determining what support is needed; provision of adequate support; agency support for use of supportive services; optimistic problem-solving process; reliance on principles of learning and positive reinforcement; and, community-integrated, supportive residential situation.

Smith, M. D. (1985). Working with autism: Strategies for achieving behavioral adjustment at work. Rockville, MD: Community Services for Autistic Adults and Children.

This manual describes a project conducted at Community Services for Autistic Adults and Children in which clients disabled by autism are assisted in the transition from school to work and achieving successful job adjustment through acquisition of meaningful work and life skills. The project moves the clients into a supported employment program, applying a continuum of supportive services directly in the integrated work place. Detailed information is provided on all behaviors and strategies studied in the program, with chapters devoted to transition from school to work, self-control, clothing, asking for assistance, social skills in the workplace, vocational productivity, self-disclosure, self-stimulatory behavior, shrieking, aggression, pica, job adjustment with behavioral difficulties, and pertinent case studies. Numerous forms and work sheets are included.

Smith, M. D., & Coleman, D. (in press). Managing the behavior of adults with autism in the job setting. Journal of Autism and Developmental Disorders.

Certain behaviors common to adults disabled by autism, such as self-destructive behavior, temper tantrums, and excessive activity, are incompatible with successful employment. These behaviors must be eliminated if these adults are to adapt successfully to community living and employment. This paper presents three case studies detailing vocational training strategies using behavior modification techniques which assist behaviorally-disordered adults with autism to adapt to community-based competitive employment.

Smith, M. D., & Juhrs, P. (1985). Achieving and maintaining community-integrated employment for persons severely disabled by autism. Rockville, MD: Community Services for Autistic Adults and Children.

A brief discussion of the results of a five-year project by Community Services for Autistic Adults and Children which provided on-the-job vocational training resulting in paid employment in nonsheltered settings for adolescents and adults with autism. Explored are methods used to achieve successful employment of these severely handicapped persons, and implications for policy.

Smith, M. D., & Levy, E. The use of self-control with an adolescent disabled by autism in the transition from school to work. (Available from authors, Community Services for Autistic Adults and Children, Rockville, MD.)

The development of strategies which would enable adolescents disabled by autism to function in integrated community settings has become more pertinent because of increased efforts to move disabled youth and adults into competitive work and independent living environments. The authors contend that transition from school settings to competitive, nonsheltered employment in the community can be facilitated if behavioral and communication problems associated with autism can be identified while the student is still in school, and if management strategies can be developed which provide for self-management following graduation from the special education classroom. The purpose of this study was to develop a behavior management strategy which would allow initially for teacher control over the behavior of an adolescent disabled by autism, followed by self-control of the student over his own behavior. Improvement in specific behavioral areas were noted after the implementation of hourly ratings by the teacher and maintained when the student

began self-ratings. A high degree of accuracy of self-rating was achieved by the student.

Soder, M. (1984). Transition from school to work for handicapped adolescents: Swedish position report to the OECD/CERI project concerning the education of the handicapped adolescents -- Innovating approaches in the transition to adult and working life. (Available from National Board of Education, Department for Coordination and Planning, Information and Documentation Section, S-106 42 Stockholm, Sweden.)

This report describes the Swedish educational and employment systems and discusses the means used in Sweden to facilitate the transition from school to work for handicapped adolescents. Particular difficulties and needs of handicapped youth are identified. Innovative practices and projects related to transition and employment are presented.

Southwest Educational Development Laboratory. (1984). Arkansas Enterprises for the Blind: Computer programmer training. Austin, TX: Author.

Briefly describes a training program for visually impaired, blind, or deaf/blind persons age 18 to 50 years. This is a short-term transitional program intended to prepare students for entry into a competitive work environment.

Southwest Educational Development Laboratory. (1984). Center Industries Corporation. Austin, TX: Author.

Describes a transitional program with ongoing services for the purpose of providing full-time employment to the physically handicapped individual in an environment specially designed to meet access and safety requirements of the severely handicapped person.

Southwest Educational Development Laboratory. (1984). Education Service Center, Region XX: Community based work and independent living training program. Austin, TX: Author.

This program is designed to assist post-school age developmentally disabled and deaf/blind persons to live and work as independently as possible by providing a set of appropriate ongoing services. The model and the program are briefly described.

Southwest Educational Development Laboratory. (1984). Individual Development Center. Austin, TX: Author.

This brief describes a transitional program with ongoing services designed to provide employment opportunities for severely vocationally handicapped individuals, ages 17 to 65 years. The Center is located on the grounds of a United States Air Force Base and has developed a supported working environment for clients, primarily in the food service operations at the base.

Southwest Educational Development Laboratory. (1984). Klein ISD: Project Pas e. Austin, TX: Author.

A short-term transitional program to prepare handicapped young adults for competitive employment and independent community living. Four job placement levels are used, corresponding to the client's readiness and abilities.

Southwest Educational Development Laboratory. (1984). Vaughn House, Inc.: The workshop, the residence. Austin, TX: Author.

This program provides vocational training, paid employment, and residential services to a multi-handicapped deaf client population, ages 22 to 64. It is a transitional program with ongoing supportive services.

Southwest Educational Development Laboratory. (1985). Bost Human Development Services, Inc.: Ft. Smith Skills Training Center. Austin, TX: Author.

Describes a short-term transitional program for various disability groups, ages 18-46. Its purpose is to prepare mentally retarded/developmentally disabled adults to work competitively and live independently in the community.

Southwest Educational Development Laboratory. (1985). Community Alternatives, Inc.: Virginia Beach Adult Services. Austin, TX: Author.

This brief describes a transitional program with ongoing services for clients ages 21 to 65. The purpose of the program is to train and employ severely disabled individuals at the highest level at which they are capable, through a sequenced continuum of transitional services. The vocational program is an integrated delivery system which offers a continuum of training/employment services at each of four distinct levels, according to individual client ability.

Southwest Educational Development Laboratory. (1985). Supported employment enclave at Physio Control Corporation. Austin, TX: Author.

This brief outlines a transitional program with ongoing services for clients with moderate and severe developmental disabilities, ages 21 to 45 years. It provides access to work in an integrated setting to severely developmentally disabled individuals who would not have such access within the current system. The work site is an electronics company producing bio-medical equipment.

Southwest Educational Development Laboratory. (1985). Texas School for the Blind: Vocational assessment and training department. Austin, TX: Author.

A short-term transitional program for visually impaired, blind, deaf/blind, and blind/multiple disabilities clients, ages 14 to 22. The program provides students with opportunities to master routine practical, muscular, and mechanical skills associated with many work roles and to allow hands-on exploration of various jobs in a training format while paying students for their efforts based on their functional ability.

Southwest Educational Development Laboratory. (1985). West Oaks Psychiatric Hospital: Vocational Services. Austin, TX: Author.

Describes a five-phase model used in this short-term transitional program leading to competitive employment. Disability groups served are mental illness, learning disorders, and alcohol and drug addiction/abuse, ages 18 to 35 years.

Southwest Educational Development Laboratory Regional Rehabilitation Exchange. (1984). Catalog of exemplary rehabilitation programs and practices. Austin, TX: Author.

This catalog contains information about identified exemplary rehabilitation programs or practices, primarily, but not exclusively, confined to RSA Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Priority area categories of exemplary programs are: job placement/job development; transitional programs with ongoing services; supportive services for post-secondary disabled students; short-term transitional programs; and high technology applications. Programs are identified as exemplary or outstanding through a validation process utilizing an evaluation system which applies a set of criteria to descriptive program information together with an onsite observation.

Specialized Training Program. Mobile crew model. (Available from University of Oregon, Specialized Training Program, College of Education, Eugene, OR.)

This brochure describes the Mobile Crew Model and how it functions as a supported employment alternative. A brief description is given of the model's four components: management and finance, commercial operations, training and habilitation, and information and evaluation. Development, field testing and replication of the model are briefly discussed.

Specialized Training Program. Supported jobs model. (Available from University of Oregon, Specialized Training Program, College of Education, Eugene, OR.)

This booklet describes the supported jobs model and explains the concept of supported employment. The various components or systems of the model are briefly described, including marketing, employer agreements, job matching, training, management, and integration. Several other types of supported employment options are also included.

Staff. (1984, Sept./Oct.). Youth with disabilities: The transition years: Highlights of a conference. Programs for the Handicapped, 5, 1-5.

Highlights from presentations made at a three-day conference, June 1984, in Wayzata, Minnesota, are provided. Papers summarized were delivered by Madeline Will, bridges from school to work and independent living; Thomas Bellamy, employment-related outcomes of education; and Ann Turnbull, developing independence.

Staff. Vocational Transition: A Priority for the '80s. Project TIE Newsletter, 1(1). (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, Richmond, VA.)

Key components of an effective transition process are concisely presented. Included are the core transition team (with flowchart), individual transition team (with flow chart), individualizing the transition process, establishing a transition plan, the federal role in transition from school to work, personnel and parent training needs, and defining roles and responsibilities for transition service delivery.

Stodden, R. A., & Boone, R. (in press). Assessing the effectiveness of transition services for handicapped youth: A cooperative agency approach. Exceptional Children.

Presents a cooperative interagency approach for assessing the effectiveness of programs and services provided to facilitate the transition of handicapped students from school to adult community living. The need for collaboration and cooperation among agencies involved in transition-related programs and services is explored. A

cooperative transition planning team is described. Principles serving as guidelines for the planning and provision of transition-related services are discussed. A model for a cooperative transition program and service assessment is presented.

Stodden, R. A., & Boone, R. (in press). Basic generalizable skills in individualized vocational program planning for special needs students. Journal of Vocational Education Special Needs Personnel.

This article presents an individualized planning process for preparing and instructing generalizable basic skills within the context of a vocational task. It stresses cooperation and the importance of assessment, teaching, and evaluation of basic generalizable skills in IEP development. The relevancy of basic skills to the following areas is addressed: current levels of performance statements; planning vocational goals and objectives; planning for instruction; and evaluating student attainment of objectives.

Stodden, R. A., & Boone, R. (in press). The role of vocational educators in planning vocational assessment activities for handicapped students. Journal of Vocational Education Special Needs Personnel.

The authors contend that school-based vocational assessment efforts have lacked adequate involvement by interdisciplinary teams cooperatively participating in the effort to clarify assessment needs and purposes. They call for interdisciplinary planning of vocational assessment activities which will identify student needs and the needs/objectives of each discipline charged with delivering effective career/-vocational services to handicapped youth. This paper presents a six-step model which outlines a series of assessment planning and decision-making steps necessary to plan interdisciplinary vocational assessment. The six steps are: search for information; definition of purposes and needs; development of principles for guiding assessment activities; development of an assessment model; operational focus and implementation decisions; and, evaluation of the operational focus.

Stodden, R. A., & Browder, P. M. (in press). Community based competitive employment preparation of developmentally disabled persons: A program description and evaluation. Education and Training of the Mentally Retarded.

The movement toward integration of disabled persons into the mainstream of societal participation is reviewed, pointing to the need for alternative service delivery models beyond the traditional sheltered workshop. This paper describes and discusses a successful demonstration effort to train, place, and maintain persons with mental retardation and other developmental disabilities within competitive employment positions. Variables are analyzed in the areas of training methodology, program management, and trainee characteristics as they relate to successful work adjustment. Experiential learning and individualized instruction are primary learning modes utilized. These five steps in the program sequence are described: assessment, pre-employment training, work experience, on-site training in competitive employment, and supported employment. Employment outcomes and project results are presented. Three factors contributing to employment success are examined.

Stout Vocational Rehabilitation Institute. (1982). Bibliography on Job Placement. Menomonie, WI: University of Wisconsin-Stout, Research and Training Center and Materials Development Center.

This bibliography contains over 200 references presented in an annotated form. Focus is on the literature which relates to job placement of handicapped persons as carried out in the field of vocational rehabilitation.

Tindall, L. W., & Gugerty, J. (1986). Vocational preparation of handicapped and disadvantaged students: A sampler of programs. The Journal for Vocational Special Needs Education, 8(3), 11-14, 38.

Effective vocational programs for handicapped and disadvantaged students included in their services transition processes in response to the dynamic nature of their students' needs and goals. This article describes key elements of six vocational preparation programs which were deemed effective and practical. Included in the list of common key elements were systematic and timely academic support, sustained employer involvement, and timely post employment support to students and their employers.

Twomey, J. P., Andersen, A., & Gamble, L. (1985). Exemplary applications of career education and vocational education curriculum: A resource manual. Sacramento, CA: California State Department of Education, Special Needs Division.

This special education vocational and career education resource manual was developed from classroom curriculum materials used by the original Work Ability Project sites for handicapped secondary students. Included are 113 curriculum materials appropriate for all federal handicapping categories except Deaf and Blind. Types of materials listed include audiovisual (filmstrips/audio cassette), computer software, textbooks, skillbooks, manual/skill activities, and interest/aptitude assessment instruments.

U.S. Department of Education. (1985). Cooperative programs for transition from school to work. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.

This report is based on a study of exemplary practices in coordinating special education and vocational rehabilitation services. Nine programs were selected and are analyzed and described in detail. Five key strategies for effective interagency coordination are discussed: Planning; Administration/Structure; Staff Development Training and Dissemination Efforts; Vocational Assessment and IEP/IWRP Development; and Programming. Included are in-depth field study reports for each program and a chart of significant characteristics of the field study program with tables.

U.S. Department of Education. (1985). Development of staff roles for supported and transitional employment programs: Consensus seminar: Proceedings and recommendations. October 11, 1985. U.S. Department of Education, Office of Special Education and Rehabilitative Services; National Institute of Handicapped Research.

This paper reports the outcomes of a project sponsored by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), and the National Institute of Handicapped Research (NIHR) to define the functions and competencies of staff of Transitional Employment and Supported Employment Programs for severely disabled persons. A Delphi process was used to develop consensus. Results were reviewed and discussed by members of the Advisory Committee, the Delphi panelists, representatives of federal and state agencies, and TEP/SEP personnel. Functions, competencies, and recommendations are presented and dis-

cussed for direct service staff, management staff, training, advocacy and dissemination, and employment training specialist.

U.S. Department of Education. (1985). Title 34 Code of Federal Regulations Part 373: Special projects and demonstrations for providing vocational rehabilitation services to severely handicapped individuals: Supported employment. Federal Register, 50(117), June 18, 1985, 25406-25411.

These regulations provide for projects that stimulate the development and provision of supported services on a statewide basis. They include information about the kinds of activities and services that are to be provided under supported employment projects and separate selection criteria for evaluation applications for this type of demonstration project. Amendments to Part 373 of Title 34 are included. Appendix A contains an analysis of public comments and changes in the final regulations.

U.S. Department of Education. (1985). Transition training programs: A catalog of projects sponsored by the Division of Personnel Preparation, FY 1984. Washington, DC: Office of Special Education and Rehabilitative Services, Division of Personnel Preparation.

Abstracts and contact persons are provided for the 56 projects funded in FY 84 by the Division of Personnel Preparation for a total of $3,715,553. Most projects (51 of 56) featured training in special education for secondary instructional personnel, for vocational educators, special educators, or regular educators at the secondary level and training in career education for special or regular educators. The second largest group (14 of 56) featured training for the post-secondary level. Five projects classified as related services provided training for occupational therapy, school counseling or vocational assessment. Five projects were directed exclusively toward preparing personnel for education and habilitation of severely handicapped young adults. Four projects were designed to train parents to participate in and facilitate the career preparation and independent living of their handicapped children.

Vandergoot, D., & McCarthy, H. (1985). Moving from school to work: What the research says. The Exceptional Parent, 15(3), 17-19.

Highlights from recent research about transition are presented. Findings specific to disabled youth and information about the linkages between schools and businesses are included.

Vandergoot, D., & Worrall, J. D. (Eds.). (1979). Placement in rehabilitation: A career development perspective. Baltimore: University Park Press.

This book is a collection of 11 chapters written by various experts in rehabilitation, placement, and career processes. The focus is on placement processes as they relate to vocational rehabilitation. It provides an overview of placement and career development concepts and practices with emphasis on practical applications in implementing placement and career-oriented rehabilitation.

Vautour, J. A., Stocks, C., & Kolek, M. M. (1983). Preparing mildly handicapped students for employment. Teaching Exceptional Children, 16(1), 54-58.

Project WORTH (Workshops of Realistic Training for the Handicapped) is described. It is designed for junior and senior high school handicapped students to provide career awareness and basic skills and training needed to obtain successful employment and greater independence in the community. The model uses actual job sites in the community with a goal of direct entry into the job market or postgraduate training. Relevant factors affecting employment are discussed, including employers' concerns, student employability, and public relations. A four-phase curriculum is used. Other items treated are staffing issues, transportation, incentives for students, and the project's effectiveness.

Vera Institute of Justice. (1980). Pathways to employment strategies for assisting hard-to-employ people. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center.

Job Path, a supported work and transitional employment program for mentally retarded youth and adults, many with secondary disabilities, is described. Five basic concepts provide the framework: real job assignments; graduated stress or "incremental demands for productivity"; sympathetic, but firm, supervision; regular evaluation and feedback; and opportunities for peer support. Specific elements discussed include needs assessment, advisory committee, funding, outreach and intake, staffing, and job development. Other topics are supervisor orientation, counseling trainees, disciplinary procedures, ancillary services, and follow-up.

Warlick, K. P. (1986). [Review of Handbook of career planning for special needs students]. The School Counselor, 33(5), 393-394.

A review of the above titled book.

Watson, M. (1984). Boatworks and cleansweep: Mobile work crews for adults with developmental disabilities. Oakland, CA: Stepping Stones Growth Center.

Two projects designed to provide competitive employment for developmentally disabled clients are described. Boatworks, a subsidiary of Stepping Stones Growth Center trains developmentally disabled adults, ages 18 to 50, to clean and maintain pleasure boats. CleanSweep is a janitorial and grounds maintenance training program for the same population. Training outlines are included along with an extensive collection of forms, including a worker manual.

Watson, M. (1985). Employability project: The employment of persons with developmental disabilities. Oakland, CA: Stepping Stones Growth Center.

This paper gives a brief description of Stepping Stone's project designed to place persons with developmental disabilities into competitive employment. The four phases of the program are presented: screening, interest inventory, counseling, readiness activities, preparing an application; targeting employers, interview techniques, job search activities; individualized job search and placement; and follow-up activities.

Wehman, P. (1981). Competitive employment: New horizons for severely disabled individuals. Baltimore: Paul H. Brookes.

This book describes how to design and implement vocational programs leading to placement of clients in nonsheltered competitive work environments. Focus is on moderately and severely disabled individuals who traditionally have been under-

served or excluded from rehabilitation, vocational education, or special education services. Key areas treated are assessment, training, placement, job retention, perceptions of key persons, non-vocational skills, and model programs. This text is based largely on the experiences of Project Employability, a program directed toward on-the-job training and job placement of severely disabled individuals who, for the most part, have never worked competitively.

Wehman, P. (1983). Toward the employability of severely handicapped children and youth. Teaching Exceptional Children, 15(4), 220-225.

The author advocates longitudinal educational programming from 5-21 years of age for severely handicapped students if the goal of employment or job placement is to be effectively realized. This article discusses guidelines and suggestions for providing employment-oriented vocational education experiences through the elementary, middle school, and secondary level. The roles of related services personnel and administrative personnel are discussed.

Wehman, P. (1984). Transition for handicapped youth from school to work. In J. Chadsey-Rusch (Ed.), Conference proceedings from: Enhancing transition from school to the workplace for handicapped youth, Denver, CO, March 27-28, 1984 and Washington, DC, April 23-24, 1984. Champaign, IL: National Network for Professional Development in Vocational Special Education, Office of Career Development for Special Populations, College of Education, University of Illinois at Urbana-Champaign. Also in Interchange, Office of Career Development for Special Populations, College of Education, University of Illinois at Urbana-Champaign, October 1984.

A three-stage vocational transition model, applicable to all handicapped students, is presented. The three stages are school instruction, planning for the transition process, and placement into meaningful employment. Three components of secondary school programming are considered critical: a functional curriculum, integrated school services, and community-based instruction. The planning process focuses on the development of a formal individualized plan for each handicapped student with input from parents and relevant service agencies. Several types of vocational alternatives are discussed as essential for achieving the desired employment outcomes. Mentioned as examples are competitive employment, supported employment, enclaves, and specialized industrial training. Other critical elements discussed are personnel training implications, role delineation, training content for employment-oriented personnel and for students, and methodology.

Wehman, P., & Hill, J. W. (1983). Integrating severely handicapped students in community activities. Teaching Exceptional Children, 16(2), 142-145.

Guidelines and suggestions for integrating severely handicapped students into the community during as well as after school hours are provided in this article. The Individualized Education Program (IEP) is identified as the best vehicle for administering a community integration program. Also discussed are identifying and securing placements, instructional (intervention) strategies, and evaluation of the program's effectiveness.

Wehman, P., & Hill, J. W. (Eds.). (1985). Competitive employment for persons with mental retardation, Volume I: From research to practice. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University.

This research monograph contains extensive original research papers and other articles based on work at the Rehabilitation Research and Training Center on Mental Retardation at Virginia Commonwealth University. The first of four main sections, general papers and studies related to competitive employment of individuals with mental retardation, contains seven articles. Key issues presented and discussed are: nine critical values in employment programs; a supported work approach; demographic factors related to successful job retention; differential reasons for job separation; monetary and non-monetary outcomes; and time-limited training. Section II, Transition from School to Work, contains six articles. Issues included are a vocational transition model, the employment outlook and community integration for young adults with mental retardation, factors related to employability of severely handicapped youth and their transition from school to work, and the role of the public school in dealing with unemployment of handicapped youth. Section III contains four articles on parent involvement. Section IV contains four articles dealing with behavioral training strategies. Specific procedures and guidelines along with relevant empirical studies and extensive references are provided throughout this volume.

Wehman, P., Kregel, J., & Barcus, J. M. (1985). From school to work: A vocational transition model for handicapped students. Exceptional Children, 52(1), 25-37.

A three-stage vocational transition model, applicable to all handicapped students, is presented. The three stages are school instruction, planning for the transition process, and placement into meaningful employment. Three components of secondary school programming are considered critical: a functional curriculum, integrated school services, and community-based instruction. The planning process focuses on the development of a formal individualized plan for each handicapped student with input from parents and relevant service agencies. Several types of vocational alternatives are discussed as important for achieving the desired employment outcomes. Mentioned as examples are competitive employment, supported employment, enclaves, and specialized industrial training. The effectiveness of school instruction and adult service employment services is measured by monitoring the success or failure of students as adults. The authors recommend that all school systems provide regular follow-up of special education graduates on a minimum of every 2 to 3 years.

Wehman, P., & Melia, R. (1985). Function in transitional and supported employment: The job coach. American Rehabilitation, 11(2), 4-7.

The emphasis on full community participation and greater independence for persons with disabilities has prompted restructuring of some personnel roles for persons working with this population. This article discusses the roles and functions of a job coach in employment programs for persons transitioning from schools, workshops, adult activity centers, or nonprofit placement programs. Issues and opportunities in the training of job coaches are explored.

Wehman, P., Wood-Pietruski, W., Everson, J., & Parent, W. (1985). A supported employment approach to transition. American Rehabilitation, 11(3), 12-15.

Supported employment is recommended as an alternative for improving employment options for persons with severe disabilities. The authors suggest that persons with severe impairments could not gain or maintain employment without permanent ongoing support. This article presents key concepts in designing an individualized

plan for transition and two programmatic examples of how a supported work approach to competitive employment can work.

Weisgerber, R. A., Dahl, P. R., & Appleby, J. A. (1981). Training the handicapped for productive employment. Rockville, MD: Aspen Systems Corporation.

Using a textbook format, the authors explore vocational training and employment of handicapped persons. A review of various disability categories and their characteristics is followed by chapters on the human system, mandated federal programs, and the need for coordination and linkages between school, business, and community. Subsequent chapters consider such key issues as matching worker with job, economic and social considerations, entry into the world of work, integration of employee into the work force, training on the job, work-site modifications, and resources to aid in training and placement programs.

West, L. (1984). Implications for in-service training for vocational teacher educators in facilitating the transition from school to work. In Interchange, Office of Career Development for Special Populations, College of Education, University of Illinois at Urbana-Champaign, August 1985.

One of the elements required for realization of the goal of full community participation by all handicapped persons is an effective effort to assist handicapped students in the transition from an educational to an employment setting. This paper discusses the importance of in-service training for vocational teacher educators. It focuses on the OSERS Transition Model and the implications for vocational educators in providing transitional services. Each of the five major components of the model are reviewed and analyzed in terms of relevancy for vocational teacher educators. Fifteen guidelines are suggested for planning transition in-service programs.

Western Arkansas Education Service Cooperative. (1986). Western Arkansas transition project: Manual for implementation. Author: Route 1, Box 104, Branch, AR 72928.

This manual outlines a plan for transition services provided by the Western Arkansas Transition Project. Its target population is those secondary school students with mild to moderate handicaps who have been identified as needing special education services. Included in the manual is a description and explanation of the model used, implementation and application of the model, and various supplemental material.

Whittier Area Cooperative Special Education Program. (1984). A curriculum for individuals with severe handicaps. (Available from the author, 9401 South Painter Avenue, Whittier, CA 90605).

This curriculum guide is a basic philosophical policy statement which provides a framework for making more specific curriculum decisions in educating individuals with severe handicaps. It was prepared by a curriculum committee under the guidance of the Whittier (California) Area Cooperative Special Education Program. The program uses a community-classroom model of instruction, emphasizing community integration. Four domains are utilized for defining goals and priorities: decision-making; community; domestic; and career education.

Will, M. (1984). Bridges from school to working life: OSERS Programming for the Transition of Youth with Disabilities. Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education.

In response to the need for full community participation and greater independence for persons with disabilities, the Office of Special Education and Rehabilitative Services (OSERS) established a national priority on improving the transition from school to work for all individuals with disabilities. This paper describes the concepts and policies that guide OSERS in this effort. The OSERS definition and conceptual framework of transition are discussed along with three assumptions underlying its program for transition: that post-school services are complex, programming should address all citizens with disabilities who leave school for adult services and opportunities, and that sustained employment is an important outcome. A five-part model is used: three transition strategies, or bridges from school to work; and the two foundations of the secondary school on one end and employment opportunities on the other. The three transition formats are: transition without special services, with time-limited services, and with ongoing services. Implications for OSERS action are explored.

Willer, B., & Intagliata, J. (1984). Promises and realities for mentally retarded citizens: Life in the community. Baltimore: University Park Press.

Changes in living and working environments as an effort toward normalization of developmentally disabled persons require descriptive analyses and efficacy studies. The processes of deinstitutionalization and the subsequent effects comprise the basic subject matter of this book, based primarily on 10 years of data from New York state. This study examines various residential options, describes life experiences of mentally retarded persons placed out of institutions into community-based residential care, and discusses the impact of deinstitutionalization on the families as well as the perceptions and reactions of the clients.

Zigmond, N., & Miller, S. E. (1986). Assessment for instructional planning. Exceptional Children, 52(6), 501-509.

Preparing handicapped students for successful transition to employment requires an effective process to determine appropriate educational goals and idiosyncratic learning characteristics and needs. This article reviews and evaluates current approaches to assessment of what to teach and how to teach. It also provides suggestions for using frequent student evaluation as a guide for modifying teaching strategies, emphasizing data-based decision making to improve the quality of instruction.

Zittel, G. (1985). Work-Ability: A state transition program. American Rehabilitation, 11(3), 21-24.

Work-Ability is an in-school transitional program for high school age handicapped youth. It links the resources and specialized services of the California State Department of Education, the Employment Development Department, and the Department of Rehabilitation with local educational agencies to provide comprehensive vocational and employment preparation programs. This article describes its features and structure.